DEVELOPING READING SKILLS IN ENGLISH
THROUGH STRATEGY TRAINING
AT UPPER INTERMEDIATE LEVEL
IN
BILKENT UNIVERSITY SCHOOL OF ENGLISH LANGUAGE

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Approval of the Graduate School of Social Sciences

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ABSTRACT

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This study aimed at investigating the effectiveness of a strategy training approach that was followed during a course. The purpose of the study was to determine whether students who received strategy training on reading skills would score better on a reading test as compared to those who did not receive such training but followed the book only.

Two upper-intermediate level EFL classes at Bilkent University School of English Language participated in the study. The data were collected through quantitative and qualitative data collection instruments. The pre- test and the post-test results provided the quantitative data, and the qualitative data came from the students' feedback journals and the interviews held with the students.

The comparison of the means of the pre-test scores of both control and experimental groups showed that the two groups were not significantly different in terms of their reading proficiency. However, the post-test results of the groups yield significant difference in favor of the experimental group. The results indicated that the training the experimental group received contributed to students' reading skills development.

Key words: Learning strategies, strategy awareness and strategy training, reading

ÖZ

BİLKENT ÜNİVERSİTESİ İNGİLİZ DİLİ MESLEK YÜKSEKOKULU
YÜKSEK ORTA SEVİYEDE
İNGİLİZCEDE OKUMA BECERİLERİNİN STRATEJİ EĞİTİMİ YOLUYLA
GELİŞTİRİLMESİ

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Bu çalışma bir kurs boyunca uygulanan strateji öğretme yaklaşımının etkinliğini araştırmayı amaçlamıştır. Çalışmanın amacı okuma becerileri üzerine strateji eğitimi alan grubun bir okuma testinde bu eğitimi almayıp sadece ders kitabını takip eden gruptan daha iyi başarı gösterip göstermeyeceğini belirlemektir.

Çalışmaya Bilkent Üniversitesi İngiliz Dili Meslek Yüksekokulu'nda iki yüksek orta düzey İngilizce sınıfı katılmıştır. Veriler nicel ve nitel veri toplama araçları ile toplanmıştır. Ön-test ve son-test nicel verileri oluşturmuştur ve nitel veriler öğrencilerin geri bildirim defterleri ve öğrencilerle yapılan mülakatlar yoluyla toplanmıştır.

Kontrol ve deney gruplarının ön-test sonuçları bu iki grubun okuma yeteneği açısından farklı olmadığını göstermiştir. Grupların son-test sonuçları ise deney grubu lehine

anlamlı bir farklılık göstermiştir. Alınan sonuçlar deney grubuna uygulanan öğretim yönteminin öğrencilerin okuma becerisini geliştirmesine olumlu etkisi olduğunu göstermiştir.

Anahtar kelimeler: Öğrenme stratejileri, strateji bilinci ve strateji eğitimi, okuma

To the memory of my father Rahmi Erkan

ACKNOWLEDGEMENTS

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INTRODUCTION

1. 0 Presentation

This chapter presents the background to the study, the setting, and teaching reading at Bilkent University School of English Language (BUSEL), followed by the purpose, the research questions, and the significance of the study. Finally, the limitations of the study will be presented.

1.1 Background to the Study

During the last decades, the world has witnessed lots of cultural, social, political, economical and technological changes. In this new, global world, people have had to meet the needs brought about by these changes in order to keep up with them. One of the most important needs is language learning. By the help of the developments in technology and science, people all over the world have to communicate with people from other countries, which requires the learning of different foreign languages. The most commonly used language in the world is English. For many reasons such as studying at an English medium university, living in a foreign country or for business purposes, lots of people have been learning English for years.

Because of this increasing demand for English, some researchers in the field have been trying to find out new classroom activities, teaching methods or instructional materials which will promote language teaching. However, after some time, experts were able to understand that these techniques and materials did not help learning by themselves. There was another dimension to language learning: individual differences such as age, interest, gender, and so on. Grenfell and Harris (1999) pointed

at this important fact by saying "Methodology alone can never be a solution to language learning. Rather it is an aid and suggestion" (p. 10).

Having reached this conclusion, researchers in the field of English language learning shifted their focus from language teaching methodology to language learner. This shift led to an increase in the number of studies carried out regarding learner characteristics and second language learning. One of the most popular aspects of study was language learning strategies.

Among the fields of study where learning strategies were first used was reading. Reading is one of the most complicated skills which a person has to deal with throughout his life time. It needs a lot of practice and experience to understand a written text and the message in it. The issue becomes more difficult when the text appears in a foreign language in which the reader is not proficient enough. However, there are always some clues which guide the reader. As Wallace (1992) said "There are two things which we all know about language: first that we use it for a purpose; second that it only makes sense in context, that is as part of a larger text or in a situation" (p. 3). It is not always easy to reach these clues which require use of certain strategies. Strategies are defined as "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information" by Brown (1994, p. 104). As it can be understood from the definition, strategies are not easy to explore and use especially in a foreign language. This is where the language teacher comes onto the stage. The duty of a teacher is then to guide and teach learners how to be effective readers in a foreign language.

1.2 Setting

BUSEL is the preparatory program of an English medium university. Every year, all students who are newly-registered to the university have to take and pass a proficiency exam called the Certificate of Proficiency in English (COPE) in order to continue their education in their faculty or vocational school. Those students who are unable to pass the COPE attend the English Language Preparatory Program for 1 to 2

years, receiving 25-30 hours of teaching per week. Each course lasts mainly 8 weeks. In total, BUSEL students complete four courses, namely elementary, pre-intermediate, intermediate, upper-intermediate and pre-faculty, in an academic year. Depending on at which level they start studying in BUSEL, they can stay in the preparatory school for a semester or two. Students who start with the elementary level take the exit level course, pre-faculty, in the summer school.

1.3 Teaching Reading at BUSEL

The BUSEL syllabus gives equal chance to all four skills, namely reading, listening, speaking and writing. In addition to this, grammar and vocabulary teaching occur in context; in other words, they are not taught separately from the other skills. On the contrary, they are integrated into reading texts, listening tapescripts or writing input materials. BUSEL uses its in-house produced books. Therefore, all BUSEL students' needs and weaknesses are considered and tried to be generally overcome in the books.

The reading texts in the books are generally authentic or they are adapted from authentic materials such as magazines, journals or books. Some of the books which were produced in the past are being revised. However, the book for the upper-intermediate level (BASE 3) has not been revised yet so it does not meet the students' needs anymore. Especially, when strategy training is considered, the book fails to provide related exercises or follow-up activities to serve this purpose. Therefore, it is necessary to supplement the book with outside sources or materials which are prepared by the teachers.

In addition to actual teaching in classrooms, BUSEL students also have the opportunity to use the Self-Access Center, with its library containing lots of sources for grammar, reading and vocabulary studies (including their CD-ROMs). There are also one computer and one language laboratory. The center and the laboratories serve to help students improve their language skills and create great practice opportunities for them.

1.4 Purpose of the Study

Reading has been considered to be one of the major skills in learning a foreign language. It is a skill which is not easy to improve and development of which necessitates a considerable amount of time and effort. Especially, it turns out to be a problem when academic texts are concerned. At BUSEL, students always complain about the difficulty of reading texts due to formal language use and academic vocabulary items. In addition to this, they are aware of the fact that in an English medium university, they will have problems with long articles and books if they do not improve their reading skills. As a result, there seems to be a need to train students on reading strategies they need to deal with such texts.

The purpose of this study was to determine whether students who receive strategy training on reading skills would score better on a reading test as compared to those who do not receive such training but follow the book only. It was expected at the end of the study that the students who have received training would improve their reading skills by applying the strategies they have gained during the input sessions.

1.5 Research Questions

Therefore, the research questions in this study are:

1. Will there be a significant difference between the post-test results of the students who receive training to employ a variety of reading strategies, especially the ones about referencing, text cohesion and guessing meaning from context, and the students who have not received any training?

2. What are the students' opinions on strategy training incorporated into the instruction the experimental group received with regard to the written feedback questions asked after each lesson?

3. Do the students who receive training on reading strategies report that they employ them while reading?

1.6 Significance of the Study

Based on the results of this study, EFL teachers may adopt the approach suggested in this study to teaching reading, considering the needs and weaknesses of their learners. Following the approach described in this study, teachers may find ways to help learners discover how to read effectively and efficiently so that students can continue reading and practising outside the class on their own.

The results of this study are also hoped to prove the need to incorporate strategy training techniques for reading skills development into the syllabus at BUSEL.

The findings of this study may help instructors at BUSEL to see the importance of receiving student feedback on teaching and learning processes which will help students reflect on their learning.

1.7 Limitations of the Study

This study was conducted in an 8-week course so the students received 8 weeks of training; however, it would have been best if this study could have been carried out for a longer period of time since developing reading skills through strategy training takes time.

In addition to this, the students who were used in this study had been in BUSEL for three months so it cannot be said that they had received no training on reading strategies before but due to time constraints to cover the objectives of the courses before the exams, teachers usually follow the coursebooks not paying enough attention to strategy training. Therefore, it was assumed that the students were not totally aware of the strategies used in reading or even if they were so, they were not very efficient readers.

1.8 Definitions of Terms

Learning Strategies: Learner strategies are "any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information, … that is, what learners *do* to learn and *do to regulate* their learning" Rubin (quoted in Hedge, 2000, p. 77).

Strategy awareness & strategy training: Strategy training aims at helping learners realize that there are different learning strategies by familiarizing them with these strategies in lessons, which will enable the learners to cope with language learning more easily.

Reading: "Reading is receiving ideas and impressions from an author via the printed word by interpreting signs, letters and symbols by assigning meanings to them" (Stauffer, 1969, p. 5).

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

In this chapter, first the importance of reading and what reading means will be presented. Then, learning strategies will be defined and different types of learning strategies will be explained. Next, the qualities of a self-directed learner will be mentioned. Finally, the relationship between learning strategies and reading will be dealt with by having a look at some studies carried out in the field.

2.1 What is Reading?

Language learning is a difficult and demanding process. It not only involves learning the structures, vocabulary items, some idiomatic expressions and cultural aspects of the language but it also involves being proficient in the skills needed to understand and communicate in the target language effectively. There are many skills required in a language but the main ones are listening, reading, writing and speaking. The first two are the receptive skills while the latter two are the productive ones. Without a full mastery of the receptive skills, it is difficult to achieve mastery in productive ones.

Reading is one of the receptive skills which is of great importance in language teaching and learning. There are many reasons for its being important. Firstly, learners come across it a lot in their daily lives. Secondly, since the students in this research are preparatory school learners who are learning English for academic purposes, it is definite that they will have to read a lot of long articles or books in their departments.

Without understanding the texts, they cannot learn anything; as a result, cannot be successful in the exams.

Since reading is such an important skill in language learning, it is necessary to define it. Aebersold and Field (1997) define reading as follows: "Reading is what happens when people look at a text and assign meaning to the written symbols in that text" (p. 15). In this definition, there are two necessary entities for the process: the text and the reader. Reading as a skill is then the interaction between these two entities. According to Stauffer (1969) reading means "to get information from the printed page" (p. 5). It can be concluded from this definition that one of the reasons for reading is to get some information out of the text in order to find out something or in order to do something with the information you get. It may not be necessary to read a text fully depending on the purpose. Therefore, readers develop some strategies to deal with reading. As Wallace (1992) says "Experienced readers make judgments during any reading activity about the degree of care and attention which the material warrants. In the real world, effective reading means a flexible and appropriate response to the material in hand, and this is always guided by the reader's options, including the option to give up" (p. 5). While one is reading a text, there is always a purpose in his/her mind because reading is a purposeful activity. In this sense, the purpose for reading determines how the text should be read. If the person is looking for a number in a telephone directory, s/he should be very selective. S/he should scan the directory for the number needed. On the contrary, a researcher needs to read an article in detail to get the main ideas of the writer and to learn more about the subject. Nevertheless, it can still be argued that any reading is selective. Wallace (1992) shares the same idea by saying, "Just as we filter spoken messages in deciding what to attend to, so do we filter written messages. And even when we commit ourselves to a full reading, that reading will still be selective, some parts being read with greater care than others" (p. 5).

2.2 The Main Considerations in the Teaching of Reading in a Foreign Language

As it can be understood from the definitions above, reading is a complicated skill. As Richards (quoted in Aebersold and Field, 1997) says,

> Reading in a second language is a dynamic and interactive process in which learners make use of background knowledge, text schema, lexical and grammatical awareness, L1- related knowledge, and real-world knowledge, as well as their own personal purposes and goals, to arrive at an understanding of written material. At the same time readers' teachers' views of the nature of reading are seen to be shaped by their own social, cultural, and personal histories (p. ix).

When reading a text, both the writer and the reader are actively engaged in the process. While the writer is trying to convey the message implicitly or explicitly stated in the passage, the reader is busy with decoding that message. However, it is not as easy as it may seem. There are lots of things to consider while teaching reading in a foreign language.

In recent years, there have been great developments in the field of English language teaching. One of the earliest considerations was a new approach to reading. In this approach, two different processes were introduced to language teaching and learning. These were namely bottom-up and top-down processing.

2.2.1 Bottom-up Processing

"In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals" (Brown, 2001, p. 299). In order to do this, one should have a good knowledge of the language itself so that the signals which make sense can be selected easily. Nuttall (1996) likens bottom-up processing to "… a scientist with a magnifying glass or microscope examining all the minute details of some phenomenon" (p. 16).

Therefore, as a teacher, one can move from grammar points and vocabulary to direct the learners to focus on the message. However, there is one disadvantage of bottom-up processing. Language learners are sometimes too much interested in individual words or phrases that they forget about the overall meaning of the text so teachers must be aware of this problem and must be ready to take any immediate actions where necessary in order not to lose the wood for the trees.

2.2.2 Top-down Processing

In top-down processing, learners draw on their intelligence and experience to understand a text (Brown, 2001). Readers come to the reading process with some knowledge of the world around them in their mind and they use this knowledge to make sense of a text. According to Nuttall (1996), a reader using top-down processing is like an eagle overlooking the landscape below. Top-down processing is useful to get the overall meaning of a text.

In language classes, students are required to have general predictions about the text and then seek for the writer's message. Therefore, a teacher can give some ideas to form generalizations about the topic to process the information as an initiator. Then the students are required to process information in the text (Sarıçoban, 2002).

In the past, lots of reading specialists defended bottom-up processing as being the best way to teach reading. However, more recent research has shown that a reading lesson should make use of both bottom-up and top-down processing, called as "interactive reading". Since both of the processes are equally important in reading, a combination of them would be the best solution. In both modes of processing, students will need different strategies to improve their reading skills.

2.2.3 Schema Theory

What has been referred as the students' background knowledge about the world around them in top-down processing is called as their schemata. A text does not carry meaning on its own. The reader brings his experiences, emotions and cultural

knowledge, that is, schemata, to the text and refers back to these to make sense of the written word. The reader's background knowledge is the reader's previously acquired knowledge. According to schema theory, comprehending a text is an interactive process between the readers' background knowledge and the text itself (Sarıçoban, 2002).

There are three different kinds of schemata that are used in the reading process. One of them is the *content schema*. "It provides readers with a foundation, a basis for comparison" (Aebersold and Field, 1997, p. 16). By using their content schema, readers can compare an event in the text with an event they have experienced before or with similar events in their culture such as a wedding. The other one is *formal schema*, "which refers directly to the organizational forms and rhetorical structures of written texts" (Aebersold and Field, 1997, p. 17). Before they start actual reading, readers know that a newspaper article is different from a personal note or a letter. The knowledge readers bring to a text about structure, vocabulary, grammar, and level of formality constitutes formal schema. The last schema type is *linguistic schema*, which includes the decoding features readers need to recognise words and see how they fit together in a sentence.

As Brown (2001) says "Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world" (p. 300). Therefore, teachers must pay attention to students' schemata and never underestimate it. By predicting or brainstorming activities at the beginning of the lesson, learners' schemata should be activated to make reading easier and more enjoyable for them.

2.3 What are Learning Strategies?

It is hard to deal with a new language and try to understand something written in it. The possible solution for this is to adopt some strategies to cope with the text. There have been many researchers interested in learning strategies and they define the term 'learning strategies' differently. According to Ellis (1994), "A learning strategy is 'an attempt to develop linguistic and sociolinguistic competence in the target language'" (p. 530). Another researcher Oxford (quoted in Ellis, 1994) defines it as "

… behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable" (p. 531). By looking at the last definition, it can be said that Oxford sees learning strategies as behavioural. Another researcher Rubin (quoted in Hedge, 2000) defines learner strategies as "any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information, … that is, what learners *do* to learn and *do to regulate* their learning" (p. 77). In the definition, there are two concepts: what learners do to learn and what learners do to regulate their learning. The former involves strategies that deal directly with the second language (cognitive strategies) and the latter involves strategies that manage learning (metacognitive strategies). As a language teacher, one should know whether it is possible to help learners acquire and develop strategies of either kind which will enhance their ability to learn inside or outside the classroom. (Hedge, 2000)

2.4 The Characteristics of Language Learning Strategies

Although different experts in the field define learner strategies differently, there are a number of basic characteristics accepted by all of them. Oxford (1990) lists some of these key features as they:

- Contribute to the main goal, communicative competence.
- Allow learners to become more self-directed.
- Expand the role of teachers
- Are problem oriented.
- Are specific actions taken by the learner.
- Involve many aspects of the learner, not just the cognitive.
- Support learning both directly and indirectly.
- Are not always observable.
- Are often conscious.
- Can be taught
- Are flexible.
- Are influenced by a variety of factors.

(p. 9)

2.5 What is Learner Training?

"The role of the teacher has traditionally been to instruct, transmit, regulate, and assess, and that of the learner has been to receive and absorb" as Hedge (2000, p. 83) says. However, if the aim is to create autonomous learners, learner centred approaches are needed in which students could be encouraged to take on greater responsibility for their own learning.

Another key concept is learner training. Nobody should expect to find autonomous learners over night. First of all, they need to be trained to do so. In the past, the educational system was quite teacher-centered. There was no room for learner autonomy. The teacher was the traditional teacher instructing and assessing while the learners were considered to be passive recipients of information. However, over the last years, there has been a change in this concept. Nowadays, language classes are more learner centered and in such a class, there is room for learner autonomy and learner training. Hedge (2000), defines learner training as "a set of procedures or activities which raises learners' awareness of what is involved in learning a foreign language, which encourages learners to become more involved, active, and responsible in their own learning, and which helps them to develop and strengthen their strategies for language learning" (p. 85). Some students come to class with the expectation of being active learners, but others do not. The latter group needs to be encouraged in positive attitudes and prepared in effective strategies.

2.6 Oxford's Classification of Learning Strategies

When it comes to learner training in language learning, a lot of strategies can be mentioned, and different scholars had various classifications for learning strategies. Not completely different form the others, Oxford (1990) provides the most extensive classification of language learning strategies. In her taxonomy, there are two major categories: direct and indirect strategies. What learners do to learn involves strategies that deal directly with the second language. In other words, direct strategies require the use of the target language, which facilitates language learning. On the other hand,

indirect strategies manage learning. They involve what is done to regulate learning. Oxford (1990) resembles the direct strategies to the performers in a stage play, whereas indirect strategies are more like the director of the same play. While the performers work with the language, they also work with the director who is responsible for the organization, guidance, checking, corrections and encouragement of the performers. Therefore, these two categories work together and they are inseparable.

2.6.1 Direct Learning Strategies

Direct strategies are divided into three subcategories: cognitive, compensation and memory strategies.

2.6.1.1 Cognitive Strategies

Hedge (2000) describes cognitive strategies as "thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways" (p. 77-78). According to Oxford and Crookall (1989), cognitive strategies are "skills that involve manipulation and transformation of the language in some direct way, e.g. through reasoning, analysis, note-taking, functional practices in naturalistic settings, formal practice with structures and sounds, etc" (p. 404). Cognitive strategies enable learners to mentally process the language to receive and send messages through analysis and reasoning. However, if learners overuse cognitive strategies, they may easily make mistakes when they generalize the rules they have learned without questioning them or when they transfer expressions from their mother tongue to the target language (Oxford, 1990).

2.6.1.2 Compensation Strategies

Compensation strategies help learners to understand or produce the target language despite some limitations in knowledge. When learners come across an

unknown word, they use guessing, in other words, inferencing as a strategy. This involves making sense of a text by using clues in the text to guess meaning of unknown words, using knowledge of affixation, and checking in a dictionary to establish a word's meaning for themselves. If the learner is equipped with these strategies, he will not expect the teacher to spoonfeed him all the time.

2.6.1.3 Memory Strategies

Memory strategies are defined as "techniques specifically tailored to help the learner store new information in memory and retrieve it later" by Oxford and Crookall (1989, p. 404). They are usually used to link the verbal with the visual. This is useful for four reasons:

- The mind's capacity for storage of visual information exceeds its capacity for verbal material.
- The most efficiently packaged chunks of information are transferred to long-term memory through visual images.
- Visual images might be the most effective mean to aid recall of verbal material.
- Visual learning is preferred by a large proportion of learners.

(Oxford, 1990, p. 40)

2.6.2 Indirect Learning Strategies

Indirect strategies consist of three subcategories as well: metacognitive, affective and social strategies.

2.6.2.1 Metacognitive Strategies

Metacognitive strategies build onto cognitive strategies. According to Hedge (2000), they involve "planning for learning, thinking about learning and how to make it effective, self-monitoring during learning and evaluation of how successful learning has been after working on language in some way" (p. 78). They go beyond the

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cognitive devices and provide a way for learners to coordinate with their own learning process. The learner can review notes after class or read through teacher's feedback on his writing if he wants to be a strategy user.

2.6.2.2 Affective Strategies

Oxford and Crookall (1989) define affective strategies as "techniques like reinforcement and positive self-talk which help learners gain better control over their emotions, attitudes and motivations related to the language learning (p.404). During the long, demanding language learning process, learners are usually demotivated due to lack of knowledge and the newness of lots of things. However, affective strategies help learners by knowing how to control their emotions and how to change their attitudes towards learning so as to influence the language learning process positively. It is known that negative attitudes hinder progress. Affective strategies help to overcome these negative attitudes.

2.6.2.3 Social Strategies

Since language is a form of social behavior, it involves communicating with others. These strategies keep learners involved in conversations by making use of strategies such as asking questions and cooperating with others. These provide students with opportunities for practice. The learner starts to seek opportunities to practice his language. To achieve this, learners can use gesture, mime, make use of synonyms, paraphrases to clarify their points and make themselves understood. Social strategies are more related to speaking, so learners need some proficiency in the language to use them.

2.7 Qualities of a Self-directed Learner

Learning strategies enable learners to be efficient students in language classrooms. The reason for this is that an efficient learner is autonomous; that is, he is responsible for his own learning. This concept involves a lot of aspects. It requires the

learner to be responsible and self-directed. According to Hedge (2000), "a self-directed learner is one who is self-motivated, one who takes the initiative, one who has a clear idea of what he wants to learn, and one who has his own plan for pursuing and achieving his goal" (p. 76). She goes on explaining the qualities of a self-directed learner describing him as somebody who,

- knows his needs and works productively with the teacher towards the achievement of his objectives
- learns both inside and outside of the classroom
- can take classroom-based material and build on it
- knows how to use resources independently
- learns with active thinking
- adjusts his learning strategies when necessary to improve learning
- manages and divides the time in learning properly
- doesn't think the teacher is a god who can give him ability to master the language

(Hedge, 2000, p. 76)

As it can be understood from these definitions, self-directed learning involves autonomous learning, self-monitoring, self-assessment, learner strategies, learner training, self-study and self-access learning. Key concepts are *learner autonomy* and *learner training*. This implies that learners should not be passive recipients of knowledge but should use their abilities for judging and deciding to take on more responsibility for their own learning. (Hedge, 2000, p. 82)

2.8 Research on Language Learning Strategies

Research into ELT has recognized the importance of reading strategy training and many ELT specialists have incorporated learning strategies into their teaching syllabus and emphasized that teachers must try "to make the learner a better learner" (Wenden, 1991, p. 2) while teaching a foreign language. Learners must be made autonomous so that they will be able to go beyond what they have been taught in class and read effectively on their own.

There have been many studies conducted in the field to determine the characteristics of a good language learner. Two earliest ones were carried out by Rubin

and Naiman (quoted in Ellis, 1994). While the former mentioned the importance of 'attention to form' and 'monitoring one's own and other speech' as key factors, the latter concluded that "Good language learners treat language as a system by making effective crosslingual comparisons, analyzing the target language, and using reference books. Such learners also monitor their L2 performance and try to learn from their errors by asking for corrections when they think these are needed" (p. 546). The studies following these ones were conducted by different researchers such as Reiss, Huang and Van Naersson and Gillette (quoted in Ellis, 1994).

Another study carried out by Reiss (quoted in Ellis, 1994) drew attention on the awareness of successful students of their learning process. It was concluded at the end of the study that "Successful learners are thoughtful and aware of themselves in relation to the learning process. They take conscious decisions and they follow their own preferred learning style. These are the learners who are able to talk effectively about their language learning" (p. 549).

There have been lots of studies in ELT which attempted to identify the mental activities that readers use in order to construct meaning from a text. Some of these were done by Anderson et al., Devine, Hosenfeld et al. (quoted in Aebersold and Field, 1997). At the end of their researches, they were able to come up with some explanations to what readers do, consciously or unconsciously, that enables them to comprehend a text.

Having found out the characteristics of a good language learner, the researchers in the field started to carry out studies in which the effectiveness of strategy training was evaluated. Bialystok, O'Malley, Cohen and Aphek (quoted in Ellis, 1994) conducted studies on vocabulary learning strategies. The common conclusion in all of these studies was that students benefited from strategy training in the related field. Another study by O'Malley et al (quoted in Ellis, 1994) investigated the effects of strategy training on the learners' performance on a listening and speaking task. In the end, it was found that while there was not a significant difference in the listening task between the two groups, in the speaking task, the experimental group which was specifically trained on how to present a two-minute talk outperformed the control group.

Regarding strategy training in Turkey, some studies can be mentioned. One of the studies on reading strategy training was carried out by Akyel and Salatacı (2002). The study investigated the reading strategies of Turkish EFL students in Turkish and English and the possible effects of reading instruction on reading in Turkish and English. One of the research questions was whether strategy instruction in EFL reading affects EFL reading strategies and reading comprehension in English. The participants consisted of 8 Turkish students enrolled in a pre-intermediate level class of a one-year intensive English course offered at a Turkish-medium technical university. The data came from think-aloud protocols, observation, a background questionnaire, a semi-structured interview and the reading component of the PET (the Preliminary English Test). The results indicated that strategy instruction had a positive effect on both Turkish and English reading strategies and reading comprehension in English.

Another study was carried out by Sarıçoban (2002). The study examined the strategies effective readers employ in pre-reading, reading and post-reading stages of instruction in classroom language learning. Therefore, the study aimed at determining the difference in the strategy use by both successful and less successful readers at an upper-intermediate level. The students were administered an inventory of strategy use during their in-classroom reading studies. Data was analysed through a percentage study.

> By recognizing the differences between the two groups during the reading stage, foreign language teachers were advised to begin with a global understanding of the reading material and then move to smaller units such as words, sentences and paragraphs since the longer units provide a context for understanding smaller units. A sentence or a paragraph may also help the reader to understand a specific word (the contextual meaning). As for the post-reading stage, the students should be guided to make use of their background knowledge to reach and capture the meaning (the message) given in the reading material (Sarıçoban, 2002, p. 1).

This study also emphasized the importance of strategy use in reading classes and provided the teachers with excellent pre, while and post reading activities.

Some other experts in the field also point at the importance of getting students' feedback regularly to learn about their learning tastes and preferences. It is much safer than just guessing if an activity has worked or not, or the reasons for its success or

failure. Therefore, it is always better to know the students and "to develop materials and activities more suited to students' levels, ways of learning and preferences" (Murphey, 1993, p. 7). There are many ways of getting feedback from students about the language learning process. Some of these are interviews, questionnaires, journals or diaries. Ellis (1994) says, "Interviews and questionnaires can require learner to report on the learning strategies they use in general or in relation to a specific activity" (p. 534). Wenden (quoted in Ellis, 1994) conducted interviews with students to learn about their comments on specific learning activities. Some other researchers such as Brown, Parkinson and Howell-Richardson (quoted in Ellis, 1994), however, used the diary technique to shed light on the learners' affective states and how they influence learning. In all of these studies, the techniques used provided invaluable data about language learning strategies.

2.9 The Relationship between Learning Strategies and Reading

In language learning, strategies are important in dealing with the difficulties of the language. The main aim in this study is to improve reading strategies. Wallace (1992) says, "A strategy-based approach assumes that reading is a unitary process which cannot be subdivided into constituent skills. Strategies involve ways of processing text which will vary with the nature of the text, the reader's purpose, and the context of situation" (p. 57). As Wallace mentions, there are many things which determine the way people read and this skill requires the use of certain strategies while reading. In order to achieve this, one should be trained on them. In L1, everybody uses certain kinds of strategies but in L2 situations, the achievement of strategy use needs learner training. In language classrooms, the teacher's job is hard since students may get bored or be confused and give up reading in the end. Therefore, as a teacher one should be aware of his/her students' needs and weaknesses and start working on them directly. The teacher should design the lessons in such a way that the students will be guided to become efficient readers. As Wallace (1992) points out "Good learners tend to use the same strategies as good experienced readers, drawing on as much of the surrounding text as possible, being prepared to tolerate uncertainty, using a wide range

of textual cues in predicting what comes next, and generally being flexible in their response to the texts. The teacher, by watching the various ways in which his or her learners process texts, can encourage the use of those strategies which are observed to be most effective" (p. 59).

Some of the reading strategies and skills are:

1. predicting
2. skimming
3. scanning
4. detailed reading
5. guessing unknown words
6. understanding main ideas
7. inferring
8. understanding text organization
9. assessing a writer's purpose
10. evaluating a writer's attitude.

CHAPTER III

METHOD

3.0 Presentation

This chapter presents the overall design of the study, the participants, the research questions, the data collection instruments along with data collection procedures, data analysis and description of the classroom activities which covered strategy awareness and strategy use.

3.1 Overall Design of the Study

The purpose of this study was to determine whether an approach to teaching reading through integrating strategy training into the instruction would result in better reading performance than teaching reading following the coursebook alone at upper intermediate level. It was an exploratory experimental study. The data were collected via quantitative and qualitative data collection instruments. The pre-test and the post-test results provided the quantitative data, and the qualitative data came from the students' feedback journals which were completed after each strategy training session according to the guiding questions that the teacher provided. In addition, each of the students in the experimental group was interviewed by the researcher to see if the students make use of these strategies outside the class and if they benefit from them.

Two upper-intermediate level classes at BUSEL participated in the study. The study lasted for 8 weeks. At the beginning of the study, a pre-test covering the objectives that the students were expected to achieve in reading such as understanding main ideas and text cohesion, guessing meaning from context was administered to both

groups. Since the researcher was unable to use the mid-term exams in the institution, the pre-test was designed by her considering the objectives of the level and the students' interests and proficiency levels. The test was administered to another upper-intermediate class to get the reliability of the test and it was found to be 0,97. After the pre-test, the students in the experimental group received strategy training for 8 weeks while the students in the control group continued to follow the coursebook only. During the training sessions, the students were made aware of the strategies used in reading and were encouraged to use them in their further reading as well. They also kept a feedback journal in which they were asked to answer the questions that the researcher provided them with after each session. Then, at the end of the 8-week training, both groups took a post-test, again designed by the researcher, to see if there was a difference in the students' performances after the training they had received. In the 8th week, each student in the experimental group also had an interview with the researcher.

The table below explains the scheduling of the tasks over the weeks throughout the study.

Table 1 Scheduling of the study

WEEKS	Pre-test	Post-test	Training	Feedback Journals	Interviews
Week 1	√		√	√	
Week 2			√	√	
Week 3			√	√	
Week 4			√	√	
Week 5			√	√	
Week 6			√	√	
Week 7			√	√	
Week8		√	√		√

3.2 Research Questions

The research questions in this study are:

1. Will there be a significant difference between the post-test results of the students who receive training to employ a variety of reading strategies, especially the ones about referencing, text cohesion and guessing meaning from context, and the students who have not received any training?

2. What are the students' opinions on strategy training incorporated into the instruction the experimental group received with regard to the written feedback questions asked after each lesson?

3. Do the students who receive training on reading strategies report that they employ them while reading?

3.3 Participants

Two upper-intermediate level preparatory classes that will follow 100% English-medium instruction in their undergraduate programs participated in the study. In BUSEL, after each ECA (End of Course Assessment), students are rank-ordered according to their ECA grades and classes are formed accordingly. In other words, classes are not mixed ability but they include the students whose language proficiency is similar. In the course when this study was to be carried out, there were 12 upper-intermediate classes ranging from UPP 1 10 to UPP 1 21, the former being the weakest and the latter being the best class. The students were purposefully chosen for the study; therefore, they provided convenient sampling. For the study, two classes from the middle were chosen: UPP 1 15 and UPP 1 16. The mean score of UPP 1 15 in the ECA was 66.7 and the mean score of UPP 1 16 was 67.4, which means the two classes had similar proficiency levels. UPP 1 15 was chosen as the control group and UPP 1 16 was chosen as the experimental group.

All of the students in the classes, aged between 18-20, studied English for academic purposes. They were all enrolled in four-year programs who were supposed to start studying in their departments next September. In BUSEL, the students are not

classified according to their departments so there were students from different departments in both groups. In the first group, namely the control group, there were 20 students. These students received no specific training on reading strategies. They followed the coursebook and did the reading exercises as they appeared in the book. In the second group, the experimental group, there were also 20 students. These students were specifically trained in reading strategies to improve their reading skills. The experimental group also followed the coursebook but the reading texts and exercises in the book were exploited in different ways to serve the purpose of strategy training.

The experimental group was taught by the researcher who was the main class teacher of the group; however, the control group had another main class teacher. The researcher was able to teach both groups for ten hours a week but this constraint did not cause any problems since the two instructors liaised before the study. The researcher informed the other main class teacher about the study and the importance of following the coursebook only in the control group's class. In the end, they came up with the following solution: The control group's skills lessons, especially reading lessons, were to be carried out by the researcher only and the objectives related to other skills such as grammar, writing and revision to be covered by the main class teacher. This enabled the researcher to address the research questions consistently.

At the end of the study, both groups received 160 hours of teaching, 32 hours of which were devoted to teaching reading. All of these 32 hours were taught by the researcher in both of the classes. The main class teacher of the control group did not teach any reading lesson in her class. In addition to actual reading lessons, the students also dealt with reading in their writing and grammar lessons, but in these lessons, teaching reading or strategy training was not the main aim. Therefore, they are excluded from this study as reading lessons.

3.4 Data Collection Instruments and Data Analysis

The data for the study were collected via quantitative and qualitative data collection instruments. The pre-test and the post-test results provided the quantitative data, and the qualitative data came from the students' feedback journals which were

completed after each strategy training session according to the guiding questions that the teacher provided. To answer the third research question, interviews were conducted with the students to gather qualitative data to see whether the students report that they use the strategies they learnt during the 8-week training sessions.

3.4.1 The Pre-test and the Post-test

At the beginning of the study, before the training sessions, both of the groups were given a pre-test in reading (see Appendix A). After the test, the students carried out their lessons as mentioned above for 8 weeks. At the end of 8 weeks, the students received a post-test to see whether the experimental group differed significantly from the control group in the development of reading strategies (see Appendix B).

3.4.1.1 Development of the Pre-test

In order to prepare a test at the students' level, the researcher looked through the coursebook that was to be covered during the study and tried to choose an interesting text for the students at their level. Since the students were studying English for academic purposes, the texts were mainly chosen from journals, magazines or the Internet. Therefore, several articles of this type were gone over to find a suitable one. After the selection of the text, the next stage was to prepare the questions. As the researcher had been observing the students since the beginning of the year with regard to their problems in reading, the questions were prepared considering these difficulties. They were also similar to the ones that the students encountered in the exams.

Before administering the tests, two native speaker instructors were asked to proofread the test and give their opinions about the questions. They were also asked to comment on the face and content validity of the test. Some adjustments were made according to their feedback. Then, the test was used in another upper-intermediate class to get the reliability and it was found to be 0,97, which is a high reliability score.

Table 2 Objectives covered in the pre-test

Objectives	Number of items in the pre-test	Item numbers in the pre-test
Understanding main ideas	3	1,2,3
Detailed reading (comprehension&inferencing questions)	7	4,5,6,7,11,12,13
Understanding text cohesion	2	9,10
Guessing unknown words	2	14,15
Assessing the writer's purpose	1	8

3.4.1.2 Development of the Post-test

The post-test was prepared in accordance with the pre-test. In terms of topic selection, it was aimed not to bias the students with a different topic so the same topic with a different point of view was chosen. The questions were prepared considering the training sessions and the objectives of the course. Before students took the test, the same procedure was followed. It was again proofread by the same native speaker instructors and was piloted in a class. The reliability for this test was found to be 0,98.

Table 3 Objectives covered in the post-test

Objectives	Number of items in the post-test	Item numbers in the post-test
Understanding main ideas	3	1,2,3
Detailed reading (comprehension & inference questions)	7	4,5,6,7,10,11,12
Understanding text cohesion	1	9
Guessing unknown words	3	13,14,15
Assessing the writer's purpose	1	8

3.4.2 Students' Feedback Journals

The aim of including feedback journals in the study was to help students reflect on their strategy development and use. In relation to each training session done in class, students were given guiding questions or prompts to complete and were asked to report on the session and give feedback on the reading strategy and/or strategies presented (see Appendix C).

There were some justifications for providing the students with guiding questions. One reason was that students were not used to giving feedback and writing reports of this kind so they might need guidance on how to do this. Secondly, by the help of guiding questions, the students were encouraged to report on both emotional and instructional part of the sessions. Before the students started to keep their journals, they were ensured that they would not be given any grades on their feedback to make them feel more comfortable and be honest when they expressed their ideas related to the sessions (see Appendix D for some sample answers given to the journal questions).

3.4.3 Interviews with Students

An interview was conducted with each of the students in the experimental group in Turkish at the end of the study. It consisted of 6 questions (see Appendix E) aiming at getting an overall feedback from the students with regard to two components of this study, which were the reading strategies covered in each session and the students' written feedback to these sessions (see Appendix F for some sample responses to the interview questions).

In fact, not all the students were eager to have the interview. There were about 3 or 4 students who came to the interviews just because the instructor called them on an appointment basis. These were the students who were also not so interested in the strategy training sessions. These students were mainly the ones who were expected to fail the course because they did not like English at all and they did not want to be in BUSEL but were forced by their parents to study in Bilkent University. They had the

same tendency in all the lessons not only in strategy training ones. Apart from these students, the others were all eager to take part in the interviews.

There were some reasons behind having interviews with the students. First of all, the researcher wanted to get the students' ideas after the post-test as well. Another reason was that the students may have felt uncomfortable while they were keeping their feedback journals since they used English in expressing their reactions. As the journals were considered to be a part of the training sessions, the students were asked to write in English. However, it was thought that it would also be nice to give these students a chance to express themselves once more in their native language, Turkish, in which they would feel more comfortable.

3.4.4 Strategy Training Sessions

In order to help learners become aware of different strategies used in reading and make them efficient readers, the students in the experimental group were involved in a number of activities in different sessions. They were also encouraged to make use of these strategies outside the class.

The main objective of each week during the study is shown in the table that follows:

Table 4 Objectives covered in the sessions each week

WEEKS	OBJECTIVE
Week 1	Prediction and brainstorming
Week 2	Scanning, skimming
Week 3	Understanding main ideas
Week 4	Detailed reading and inferencing
Week 5	Guessing unknown words
Week 6	Text cohesion
Week 7	Assessing the writer's purpose
Week 8	Revision of all strategies

Due to the format of the study, it would be difficult to make drastic changes in the materials if needed during the course of the study; therefore, the researcher avoided this spectacle by piloting the materials prepared beforehand in other upper-intermediate classes. During the piloting of the materials, the other teachers teaching at the same level helped the researcher by covering the materials in their own classes and gave feedback on them. This helped a lot by enabling the researcher to see whether the activities and the materials worked or not and some adjustments were made accordingly.

During the training, in each session, the students were engaged with different strategies. The format of each session was the same but the techniques to answer the questions changed. One reason for keeping the format the same was to show students that they do not need to think about each and every strategy as being different. In fact, students were able to see that all the reading strategies build on each other and contribute to the process of understanding a text more easily.

In short, the students were exposed to the same tasks in each session; however, in each lesson, there was an objective which was dominating. Since it would be quite difficult to plan and carry out a lesson on one strategy such as prediction or scanning at a time, all strategies were recycled throughout 8 weeks in such a way that the students had to make use of all of them at different stages of the lessons. In this way, the students were encouraged to practise previously-learnt strategies while they were learning the new ones.

At the beginning of the study, the students in the experimental group were informed about the study which would be carried out in their class for 8 weeks. In addition to this, at the beginning of each session, they were told the purpose of the day, which enabled them to focus on the lesson and the strategies to be learnt more.

During the pre-reading parts of the sessions, students were asked to perform some strategies such as
- using text features (subheadings, pictures, etc.) to predict what the text is about.
- using world knowledge to predict what the text is about.
- using titles to infer what information might follow.
- skimming the text.

- scanning parts of the text for specific information.

During while-reading parts of the sessions, students were involved in some other complex tasks such as

- analysing the key words in the first sentences of the paragraphs.
- analysing the main points in a paragraph.
- asking themselves how this information relates to the information that came before.
- looking for supporting ideas and details.
- looking for words that indicate a change in the kind of information.

During these sessions, students were reminded to keep asking some questions to themselves for self-monitoring such as

- Does the information in the paragraph make sense according to the information given in earlier paragraphs?
- Did I identify the transition sentences and pay attention to some important linkers?
- Did I pay attention to reference words?

Further on, students were asked some questions about evaluative reading in the last session about assessing the writer's purpose. Some of these questions were:

- Can you distinguish fact from opinion?
- Can you identify the language the author uses to make his point clear?

Session 1: Brainstorming and Prediction

At the beginning of the session, the students were given either the title of the text or an anagram of it to arouse interest. Then, they were asked to brainstorm what they already know about it. The reason behind this activity was to activate their schemata. After this, the students were sometimes given some questions for general understanding and were asked to go through the text to find the answers to them. Sometimes, the students themselves wrote the questions and searched the passage for the answers. In another activity, they predicted the content of the text and some basic concepts which might appear in the text and then looked through the text to see

whether their predictions were correct or not. The objective for all these activities was to make students realize the importance of activating their background knowledge about the topic, which would help them a lot in getting a general understanding of the text and anticipating what a reading text contains.

In the first session, the students were shown the picture of a skull in parts and they were asked to guess what it might be (see Appendix G). After showing the whole picture, they were asked some questions to personalize the topic. Later on, they were asked to brainstorm about the topic and share their responses with the others in class. Having gone through the brainstorming part, they read the text quickly to see whether their predictions were mentioned in the text or not (see Appendix G). Then, they were asked to write some questions which might be answered in the text. The aim of the second reading was to find the answers to their questions. At the end of the lesson, the students answered the journal questions about the whole session.

Session 2: Skimming and Scanning

In relation to the first activity about brainstorming, the students were encouraged to make predictions over the content of the text by reading through it quickly. In other words, they were asked to get an overall understanding of the main idea of the text. In this training session, students were directed to look at some important features of the text to make valid predictions such as the title, sub-title(s), introduction or the conclusion paragraph or the first and last sentences of each paragraph.

Similar to skimming, in scanning, students also read through a text as quickly as possible but for a different purpose: to look for specific information such as dates, names or some figures. Scanning creates efficient readers because students are able to find the answer for a question in a very short time. In order to train students about scanning, students were given a text and asked to find the answers to some questions in a limited time. When the time was over, students were asked to stop and share their answers with the others and the teacher.

In the second session which was specifically prepared for skimming and scanning, the students started the lesson with a brainstorming activity again to activate their schemata about the topic (see Appendix H). After this activity, there were some scanning questions to be answered by the students. The researcher gave 2 minutes to the students to answer the questions. Having given feedback by the researcher, the students were this time engaged in a skimming activity to analyze the main idea of the text. At the end of the lesson, the students answered the questions about the session.

Session 3: Understanding main ideas

In the process of skimming, the students already identify some of the main ideas. During a second or third reading, they can recognize and understand them more fully. Students were trained on this strategy through a matching exercise. In the reading texts, they were asked to match the headings with the paragraphs. In order to achieve this, students were encouraged to look for key words or phrases in the paragraphs.

In the third session about understanding main ideas, the students again started the session with a brainstorming activity (see Appendix I). In the training part, they were asked to think about the steps they go through during a 'matching headings with the paragraphs' exercise. Then, they were given the checklist prepared by the researcher and asked to do the exercise using the checklist. After receiving feedback, they did the matching exercise, which checked their detailed comprehension of the text. At the end of the lesson, they were asked to answer the questions about the session.

Session 4: Detailed reading and inferring

After quick reading of the texts in previous lessons, in the next training session, students were encouraged to read slowly and more carefully by focusing on the secondary ideas or details supporting, explaining or developing the main ideas. Students were also trained on how to infer what was implied in the text. This part was

covered through answering the comprehension questions about the texts, which requires detailed reading.

In this session, the same steps used in the previous lessons were followed (see Appendix J). After the brainstorming questions, the students were asked about what they do while reading a text including multiple choice questions. After eliciting the steps from them, the researcher provided them with the checklist and asked them to carry out the activity using the checklist. After the feedback part, the students were asked to answer the journal questions about the session.

Session 5: Guessing unknown words

Students in BUSEL complain a lot about the number of unknown words in the texts they read; therefore, this is the main skill that they need to be trained on. In the research, first of all, students were made sure that it is unlikely to understand 100% of the vocabulary in a text. At the beginning, they were trained to distinguish between active or passive vocabulary. In other words, before students made predictions about the unknown words, they were trained to decide on the words which they would need to understand the text and which they would not need at all. This enabled the students to eliminate some of the unknown words saving them some time. In order to do this, students were asked to read a text and underline all the unknown words that they encounter. Later on, they were asked to circle the ones that seemed important to them. To see whether their predictions were correct or not, they were provided with the exercises the researcher prepared for them. These exercises included multiple choice questions to guess the meaning of the unknown words.

Having trained students on deciding on the words that are important for understanding of the text, the next step was to train them to guess the meanings of these unknown words. First of all, they were trained not to stop at each and every unknown word. On the contrary, they were encouraged to continue reading and make use of the context and their own knowledge to make some predictions. If not successful, they were trained to look for some clues in the text which may reveal the meaning of the word. Initially, they were asked to refer to the immediate context,

which is the sentence in which the word is found, and sometimes the previous or the following sentences. In addition, students were also trained to analyze the unknown words to help them guess their meanings. To do this, they were asked to look at the prefixes and suffixes of the words. During this activity, the actual words in the sentences were replaced with nonsense words to avoid students using a dictionary, which made the activity both challenging and fun (see Appendix K). At the end of the lesson, the students were asked to answer the journal questions about the session.

In short, it can be said that training students on guessing the meanings of the unknown words was the most demanding and time consuming part of the training, which required a lot of patience both on the part of the teacher and the students.

Session 6: Understanding text cohesion

This session was one of the most important of all the training sessions because it was where students suffered a lot in the exams and lost points. There were mainly two tasks asked in this part: referencing and sentence cloze.

In the session about referencing, the students were asked to look at the first referencing item and find the answer (see Appendix L). Then, in groups or pairs, they discussed how they found the answer. In this way, the researcher was able to elicit what the students already do. Then, the researcher provided the students with a checklist and went over the items one by one with the students. Then, the students were asked to find the answers to other referencing items by following the checklist. In the end, the students were given feedback.

In the same week, another session was carried out with the students on sentence cloze, which is another task used in the exams to test text cohesion. In the session about sentence cloze, the students firstly predicted the content and brainstormed about the topic (see Appendix M). In the next stage, they went over the checklist together with the researcher and tried to insert the sentences which were taken out from the text. In the checklist, the students were encouraged to underline key words and look for them in the paragraphs where the sentences would be inserted. They were also asked to pay attention to the linkers and reference words to find the correct answers. In

addition, while giving feedback, the students were made to justify their answers about what made them to choose that sentence for the blank. In this way, they were able to see that if they pay enough attention to the clues for the answer, it will be easy for them to find the right sentence. At the end of the lesson, the students answered the journal questions about the session.

Session 7: Assessing the writer's purpose and attitude

Every reading passage has a purpose. The writers do not write a text just for the sake of writing. They aim to inform or persuade their readers about something. The text organization will make it clear for the readers to assess the writer's purpose. Therefore, the students in this study were asked to assess the writer's purpose at the end of the sessions by drawing students' attention onto the previous parts covered during the session. Sometimes, students were asked to analyze the text to find out the writer's attitude. In order to do this, they were encouraged to look for some subjective words such as *fascinating* or *amazing*. Such words revealed the writer's opinion about the topic.

The last training session started with a question about the students' general reading habits (see Appendix N). Then, students were asked to write some questions about reading and they were asked to answer these questions about the things they had recently read. Then, students answered the same questions this time for the four reading passages. While giving feedback, their attention was drawn onto some important aspects of the passages such as the register, writing style and so on. After the feedback part, the students were asked to answer the journal questions about the session.

Session 8: Revision

The last session was not a training session but a practice one. Actually, the students had two consecutive lessons for practice, not only one. In these sessions, they were given two different texts with some questions on which they were trained (see

Appendix O&P). In this way, they were able to have more exam practice before the post-test.

In all the sessions, the students seemed quite motivated and were on the task. One reason may be because they were practicing for the exam. Although this was not the main aim of the researcher, it is an undeniable fact that BUSEL students are exam-oriented. Another reason might be the fact that it was the first time they were being trained in such a detailed way. Especially, at the end of the sessions, the students looked quite happy and confident having achieved something which they had found to be very difficult.

While the students in the experimental group were engaged with strategy training tasks, the students in the control group did not receive such training; on the contrary, they followed the coursebook strictly. The reading texts and the activities following them were changed and exploited for the benefit of the students in the experimental group. However, the students in the control group covered these texts as they appeared in the coursebook. In reading lessons, the control group mainly followed the same procedures. At the beginning of each lesson, the students were asked some pre-reading questions to think about the topic of the text before they read it so there was whole class discussion on the topic of the text in the first ten minutes of each lesson. Later on, the students read the text and answered the comprehension questions at the end of it followed by the feedback given by the researcher. The main constraint in all these lessons was that the students did not know why they were asked pre-reading questions or what they had to do to find the correct answers to the comprehension questions. The students were lacking in the strategies necessary for understanding the text easily. In short, it can be said that the students did not know why and how to deal with the text. They were not made aware of the reading strategies, which made them ineffective readers. Consequently, these students mostly hated reading in English thinking that it is quite difficult and demanding. Since they were not equipped with reading strategies, they did not get any pleasure from reading so they did not have any reason to read further outside the class, which hindered their performance in English and in the exams. In addition to this, the reading lessons

carried out in this group had the same format so the sessions were usually boring, which affected the students' performance deeply.

3.5 Data Collection Procedures

Data were collected between February and April, 2005. The study lasted for 8 weeks. At the beginning of the study, both groups were given a pre-test composed of 15 questions. The test was administered to both groups at the same time; in other words, in the same block by their main class teachers. The students were given 30 minutes to answer the questions. Time was enough for the students in both groups. After the pre-test, the experimental group received special training from the researcher for 8 weeks while the control group followed the coursebook only. During this period, the students in the experimental group also kept feedback journals to reflect on the sessions and strategies. Their journals were collected every two weeks to take their reactions into consideration while preparing for the next session and some minor changes were made.

At the end of the training sessions, in the 8th week, both groups were given a post-test composed of 15 questions. The same procedure was followed for the post-test as for the pre-test. The test was administered to both groups at the same time by their main class teachers. Both classes were given 30 minutes to complete the test, which was enough for them. After the post-test, interviews were conducted with all the students in the experimental group. The students were interviewed one at a time. The researcher called the students on an appointment basis. Each interview lasted for about ten to fifteen minutes. All the interviews were audio taped and they were held in Turkish in order to make students feel more comfortable. The students' answers were translated into English by the researcher trying not to change the students' actual words. The first interview was recorded on April 11 and the last one on April 18, 2005.

3.6 Data Analysis

The study was based on both quantitative and qualitative data in order to provide a broader perspective. The quantitative data came from the pre-test and post-test results while the qualitative data came from the students' feedback journals and the interviews carried out with the students at the end of the study.

To be able to answer the first research question, the means of the pre-test and post-test were compared. The analysis of the qualitative data will be presented in relation to the second and third research questions.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4. 0 Presentation

This chapter presents the analysis of the quantitative and qualitative data, and ends up with the interpretation of the results.

4. 1 Analysis of the Quantitative Data

This section includes the comparison of the pre-test and post-test scores of both the control and experimental groups. The quantitative data collected through the post-test was used to answer the first research question which aimed to find whether the students who receive training to employ a variety of reading strategies, especially the ones about referencing, text cohesion and guessing meaning from context, score better on the post-test as compared to the students who have not received any training.

4. 1. 1 Comparison of Pre-test Scores

The pre-test scores of the experimental group were statistically analysed using SPSS 9.0 for Windows. To do this, a mean score of the pre-test results was calculated for each group of students. The difference between these mean scores that were received from both control and experimental groups was compared by employing an independent samples t-test. The means of the pre-test scores for each group are presented in Table 4. The mean of the pre-test scores of the experimental group is 9,75 out of 15 while the mean of the pre-test scores of the control group is 9,35. When these

two means are compared through an independent samples t-test as shown in Table 5, the difference does not appear significant at a confidence level of .05.

Table 5 Independent samples t-test results for the pre-test mean scores of the control and experimental groups

	Mean	Standard Deviation	t	df	Sig. (2-tailed)
Control group	9,35	2,27			
			-,591	38	,558
Experimental group	9,75	1,99			

4.1.2 Comparison of Post-test Scores

The same procedure was followed for the post-test scores. A mean score of the post-test results was calculated for each group of students. The difference between these mean scores of control and experimental groups was compared by employing an independent samples t-test. Table 5 presents the means of the post-test scores for each group. The mean of the post-test scores of the control group is 9,7 out of 15 while the mean of the post-test scores of the experimental group is 11,9. When these two means are compared through an independent samples t-test as shown in Table 6, there was a statistically significant difference between the control and experimental groups' mean scores at the confidence level of .05. The difference was in favor of the experimental group.

Table 6 Independent samples t-test results for the post-test mean scores of the control and experimental groups

	Mean	Standard Deviation	t	df	Sig. (2-tailed)
Control group	9,7	2,00			
			-3,369	38	,002
Experimental group	11,9	2,12			

The comparison of the means of the pre-test scores of both control and experimental group showed that the two groups were not significantly diffrent in terms of their reading proficiency before the study. However, after the training sessions, the post-test scores of the two groups differed significantly. In other words, those students who were in the experimental group scored significantly higher than those in the control group, which proved that students benefited from the training they received.

In response to the first research question, the results indicated that the training sessions the experimental group received proved to have improved students' reading ability.

4.2 Analysis of the Qualitative Data

The qualitative data came from the students' feedback journals and the interviews with the students. Analysis of these data will be presented in relation to the second and third research questions. The second research question aimed to find out the students' reflections on each training session incorporated into the reading instruction the experimental group received with regard to the written feedback questions asked after each session. The data collected through the interviews held with students were used to answer the third research question.

4.2.1 Analysis of Students' Written Feedback[1]

The second research question explored the students' opinions about the training sessions that were carried out during the study. Therefore, the students were made to keep a journal to write about their opinions. The data that came from the student journals helped to answer the second research question. Students' opinions on each session will be presented in relation to the feedback questions asked after each session (see Appendix C for samples of feedback questions).

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[1] The students' responses to the feedback questions about the activities were not corrected in any way regarding meaning or grammar. They were taken as they were written (see samples in Appendix D).

Session 1: Brainstorming and Prediction

All of the students stated that they found the brainstorming activity quite useful. Most of them said that they benefited from sharing what they had already known about the topic. Some of their responses were as follows:

"Yes. I didn't do it before. I remembered the words first and I saw them in the text. It was good." (E.K.)

"Yes. You asked us the words and wrote them on the board. When I couldn't remember a word, I looked at the board and it helped me." (Ş.Y.)

"Yes. When you asked questions about the topic, my friends talked about something I didn't know before so I learned lots of things. I also saw some of them in the text so it was useful." (E.Y.)

"Yes. I realized that I knew lots of thing about the topic." (P.S.)

In the same session, students were asked to write some questions which they would like to be answered in the text to improve their prediction skills. Students were mostly positive about this activity; however, some students were concerned about not finding answers to their questions. Some of their reactions to the activity are:

"I liked it very much because I saw that my two questions answered in the text. I was happy." (P.S.)

"I thought about the text before so it was easy to read the text but my questions did not answer in the text so I was sad." (U.Ö.)

"I think it is sometimes good sometimes bad. When I can answer my questions, it is good but when I cannot find their answers it is bad." (E.Y.)

Session 2: Skimming and Scanning

This was not a totally new skill for students because they had been practicing it since they arrived in BUSEL but being an important skill for reading, it was not

skipped in the strategy training sessions. Therefore, most of the students gave similar responses to this question.

"I think it will be useful in our departments because we read a lot but we cannot read whole of them. We have to read the first and the last paragraph or even the first sentences. It will be easy for us." (O.Ç.)

"Yes. For example, there are lots of books in the library. We cannot read all of them. We can read them very quickly and try to understand the main idea." (P.C.)

"Yes but not in the exams. In the exams, I cannot answer the questions reading very quickly. I must read in detail. But in daily life, I can do it while reading newspaper or while finding articles for the project work." (U.Ö.)

Scanning as a subskill of reading is crucial for the improvement of the reading ability; however, since it is difficult to test it in exams, it is just taught but not tested in BUSEL exams. In the training session, students were introduced to the skill but not tested on it in neither the pre-test nor the post-test. Some of the students' reactions to the session and the skill itself were as follows:

"Yes. If there is a question about dates, numbers, I can use it. I was using it before also." (P.S.)

"Yes. It is easy to see numbers or special names in the texts so I can do it." (C.B.)

Only one of the students was a bit negative about the strategy thinking that it will not work if a lot of numbers or names are asked.

"Yes but when there are lots of numbers or names, it is difficult. I have to read all of the text again and I am bored." (S.P.)

Session 3: Understanding Main Ideas

This session was in relation with the session about skimming but the tasks differed greatly. In this session, students practised an exam task. They were given

some headings to match with the paragraphs. Generally, it was a useful session and some sample student responses were as follows:

"This lesson was useful for me because I learned that I mustn't read all the text but some parts (the first or last paragraph) is enough for understanding it." (A.G.)

"This lesson was useful for me because I saw that some words in the sentences in the box used in the paragraph. They were key words so I had more correct answers." (U.Ö.)

"This lesson was useful for me because usually when I saw one word in the sentence and saw that word in the paragraph again, I chose that sentence correct but I learned that it is not correct all the time." (S.P.)

Session 4: Detailed Reading and Inferring

This session was not totally new for the students because they always practise answering comprehension questions but the new thing for them was to learn how to look for the answers hidden in the text. Especially for inference questions, students were reminded to pay attention to some grammatical structures (e.g. the conditionals), linkers or punctuation. Therefore, most of the students found the session quite useful. Some sample responses were as follows:

"I liked/didn't like this lesson because I did not know that grammar was very important for understanding the text." (A.G.)

"I liked/didn't like this lesson because I got more correct answers." (E.K.)

*"I liked/didn't like this lesson because I learned how to look **at the text for answers. I learned that they are hidden but I can find them.**" (U.Ö.)*

Session 5: Guessing Meaning from Context

This session was one of the most successful sessions carried out during the study. First of all, guessing meaning from context is a skill which is quite challenging for the students. Next, students lose lots of points in the exams from this part. Finally, it is an inevitable skill that has to be learned in order to be able to read efficiently in a

foreign language. Therefore, the students in the experimental group benefited a lot from the session and at the same time enjoyed themselves stating that they found the lesson not boring but quite interesting. Some of them answered the first journal question about the purpose of the lesson as follows: :

"The teacher wanted us to guess the meaning of words. We used context clues to guess them." (E.K.)

"I think she wants us to improve our guessing ability. When we understand the all context, we can guess the meaning of words very easily." (İ.Y.)

"She did it because she wanted to show us that we can guess the meanings of words instead of using dictionary. She thought it in the funny way so it was enjoyable." (A.G.)

When asked about the usefulness of this session, all of their responses were positive. They also added that guessing meaning from context helps them understand the text better since they do not refer to a dictionary very frequently while reading it. Some sample responses are:

"Yes, I think it is helpful because in the exams, they ask the unknown words a lot and we don't have dictionaries. We can guess their meaning from context." (S.Ç.)

"Yes. I think it is helpful because if we look at the dictionary for every word, we cannot finish reading that text for a long time but if we try to guess the meanings of unknown words using context, we can finish it in a short time. We can read more." (U.Ö.)

"Yes! Because guessing is easy than using the dictionary. Sometimes we don't have a dictionary or we are bored or tired so we can't use the dictionary. Guessing is easy and unknown words don't stop your reading so it is good." (İ.Y.)

Session 6: Text Cohesion

This was another session which proved to be successful for the students. The same reasons mentioned above for guessing meaning from context apply for text cohesion. Therefore, the students' responses were again positive about this session in

their journals. Some of them answered the first journal question about their opinions on the session quite positively stating that they had not been taught these strategies before in the way the researcher did.

"They are very detail but they are useful. In pre-intermediate and intermediate, they only asked one word but this lesson I learned that a sentence or a few words can be answers so I liked them." (P.S.)

"I did not have a lesson before like this. I think I will get better grades in the exams now because I know how to find the answers for reference words." (U.Ö.)

"In the past, I only looked back for the answer but in this lesson I saw that the answer can be in the next sentence. It was new for me and useful." (Ş.Y.)

For the second question about the usefulness of the strategies learned in this session, some of them stated that they will be beneficial for them but one student who is quite exam-oriented said that they will be more useful in the exams.

"Sometimes, it is difficult to understand who are we talking about. There are a lot of 'he', so we can use this strategies to understand who are we talking about." (P.S.)

"Yes but they will be more useful in the exams." (U.Ö.)

Session 7: Assessing Writer's Purpose and Attitude

This session was different for the students because previously they were just asked these questions but were not trained on them. This was the first time they had been trained on assessing writer's purpose and attitude. BUSEL students have a tendency to disregard academic formats and insist on looking for quite obvious statement in texts. This has an effect on their writing as well. They keep using the same informal expressions such as "in my opinion" or "I think" despite the teachers' feedback. In this sense, the session was not only useful for reading but it was also beneficial for the improvement of the students' writing ability. Some students were aware of this and mentioned it in their journals.

"I always tried to find 'In my opinion' or 'I think' in the sentences but this lesson thought me that some words can tell the writer's purpose or feelings." (A.G.)

"The writers can tell us their feelings or purpose by using some impressive words in the text. I can use this in my writing because I always use 'I think' and teachers underline them in my paper. I can use some other words to tell my ideas." (U.Ö.)

Throughout the study, the students were taught many different strategies in reading. However, what enabled them to be better readers was quite simple. Before the study was conducted, it had been observed by the researcher that BUSEL students were quite preoccupied with each unknown word in the reading text. Therefore, they skipped the main idea, which was the most important thing for the general understanding of the text. During the study, the students in the experimental group were taught to look at the text as a whole first. In each session, they were asked to read the text for general understanding without paying any attention to unknown words. Apart from the other strategies taught in each session, this was the most beneficial one which increased students' motivation greatly and encouraged them to read the text in detail to find the answers to the other questions following the text. Previously, the students had been so much involved in specific parts of the text that they had not understood the main idea, which decreased their motivation. However, during the study, the students' attention was firstly drawn onto the main idea of the text. Realising that they achieved something which they had thought to be difficult encouraged the students to read further with enthusiasm. This was the most important strategy which enabled these students to become effective readers. The importance of general understanding of the text was also reported in the students' feedback journals and interviews. Therefore, apart from the quantitative data, especially the qualitative data collected through feedback journals and interviews provided the answer to the research questions asked at the beginning of the study. In other words, the second and the third research questions helped the researcher a lot in investigating the effectiveness of a strategy training approach.

4.2.2 Analysis of the Interviews

In addition to students' written feedback, their oral feedback through interviews was also received to be able to answer the third research question.

The interview was composed of 6 questions (see Appendix E) aimed at getting an overall feedback from the students as regards especially the training sessions, how they felt during this period and what they think about giving written feedback to the teacher about the activities done in class.

All the interviews were held in Turkish in order to make students feel more comfortable during the interview sessions. The students were audio-taped during the interviews and their answers to the questions were translated into English by the researcher trying not to change the students' actual words (see Appendix F for students' original answers). The results of the interviews will be presented in relation to the 6 interview questions asked. Since most of the students gave similar responses, their ideas were grouped and some sample ones representing the group will be presented here.

The first question in the interview asked about whether students had any difficulty with reading texts while learning English. All the students mentioned that they were concerned about reading a lot, had many problems while reading a text and they especially suffered from the unknown words in the texts. Some of their responses were as follows:

"To a great extent! Not in elementary or upper-intermediate but especially after the intermediate course, I started not to understand the texts I have in my hand. The biggest problem was the unknown words in the text. In addition, I sometimes had difficulty in understanding very long sentences." (E.T.)

"Yes. Even if I was able to get a general meaning out of the text, I was not able to answer some questions in the exams. Especially, the unknown words in the text were my nightmare. They are still my nightmare but I know how to deal with them now." (E.Y.)

Some students were also concerned about the amount of reading they have to do in their departments.

"Yes. For me, the most difficult part in the exams is reading because there are lots of unknown words. Besides, some sentences are a few lines long. I have lots of difficulty when I do not know how to divide them into small pieces. I especially feel worried when I get low marks form the reading sections in the exams. Because my department is Political Sciences. This means I will have to read a lot. All of our books are in English. I do not know how I will deal with them." (Ş.Y.)

The second question in the interview asked about what students think about the way the reading lessons were conducted during the course. It seemed like most of the students liked and benefited from them.

"I absolutely found them very useful. Until I came to the upper-intermediate level, all the lessons had been carried out as they were in the book. However, in this course, we did not stick to the book. The texts were the same but the way they were covered was different, which was very useful for me." (Ş.Y.)

"Until this course, I used to get sleepy in the reading lessons. I tried to concentrate on my lessons a bit before the exams but when I could not answer the questions, I used to give up as I was bored. However, in this course, you taught me to ask the question 'Why can't I do it?' to myself. What we did in lessons was similar to solving a mathematics problem. I enjoyed and learnt a lot." (T.E.)

Some of the students mentioned about having learnt some strategies in the previous courses as well.

"I had learnt some strategies in the previous courses as I did in this course; however, in this course, I had the chance to practise a lot. When you asked some referencing and guessing the meanings of unknown words even in the smallest text that we encountered apart from the ones in the lessons, we had to practise a lot. Now I can understand the reading passages more easily and while I am reading, I think of what we did in class." (P.S.)

"In fact, I had been using some of the strategies before but I was not aware of them. I think, I got more aware of things important in reading." (Ç.T.)

The third interview question asked the students to make a comparison between the previous courses they had and this course. It also asked about their performance in the exams. Almost all of the students found this course more beneficial than the previous ones. Most of them claimed that their grades in the exams were higher as compared to the earlier exams. Some others, on the other hand, are optimistic about the future saying that they will get better marks in the future.

"This course was certainly more useful. I both learnt and enjoyed in the lessons. I did not understand how the time passed. I used to get low marks in the reading parts of the exams. This course, I started getting higher marks." (Ş.Y.)

"In the previous courses, the reading lessons were quite monotonous. We did different things in this course. I always felt as if I was in the exam, which reduced my exam anxiety." (P.S.)

"I think I had great improvements regarding reading this course because I used get bored even while I was reading the texts in the books but now I buy graded readers and read them outside the class. There has not been a big change in my exam results yet but if my enthusiasm for reading stays at this level, I think I will be doing better in the exams soon." (E.K.)

"At the beginning of this course, I used to think that I would fail in the COPE because I used to get very low marks in reading. But now I am happy to see that I can achieve something. I can pass the COPE if I work a little more intensely." (O.Ç.)

Two of the students also mentioned that they learnt how questions are formed, which helped them a lot in answering the questions in the exams.

"Up to now, I did not have so much detailed reading lessons before. We used to do the exercises in the book and finish with the text. I also sometimes had some parts which remained unclear. However, this course, when I could not understand a part in the text, there was a question about that part in the exercises and this question clarified that part for me." (S.E.)

"I felt as a testing teacher this course. It was beneficial for us that you trained us about which word may be asked in the exam or what kind of a question might be asked from a specific part. In this way, I do not skip the part I cannot understand anymore and try to analyze it because I know that there will be a question asked form that part." (E.T.)

The next interview question tried to find out if students were motivated to do outside class study and to see whether they use the strategies they learnt during this time. Most of them reported that they were more motivated during this course to use the language labs. Their responses were as follows:

"Up to this course, I did not have a lot of study outside the classroom because I do not like reading even in Turkish much. However, this course, different from the previous courses, I did more homework at least." (P.Y.)

"In the past, I sometimes had enthusiasm at the beginning of the course and read graded readers outside the classroom. However, when I looked at each and every unknown word in the dictionary, I read a page in an hour. Therefore, in the second week, I used to give up. This changed a bit in this course. Now I understood that I can read without using the dictionary much so every week I go to the library, get a book and try to read it." (S.T.)

"What was done in the previous courses was enough for me but I always used to get 60% in the exams. In this course, it was enjoyable to do the exercises in the lessons. Since you always gave homework, I started studying regularly. When I started getting higher marks in the exams, I began to go to the language labs more frequently. The exercises there are also beneficial for the exams." (E.T.)

In the next interview question, the students were required to use some adjectives to describe their feelings in relation to the study. Most of them used adjectives such as happy and motivated.

"I was happy to see that now I can do what I could not achieve before, which increased my motivation." (E.T.)

"I enjoyed the lessons this course and I was happy to see that I was getting higher marks. In the previous courses, the lessons were not carried out like this. If they had been so, I would not have repeated the intermediate course. When I think about this, I got very angry." (Ş.Y.)

"My department is economics and I like dealing with numbers and solving problems. I have never seen before that a reading lesson is treated as a mathematics lesson. It was quite strange but I liked it." (T.E.)

"I enjoyed a lot in the lessons. Sometimes I felt as if I were the teacher. In addition, we learnt a lot from each other in the group work exercises. It is also very motivating to work together in a group." (O.Ç.)

The last interview question asked about the students' opinions about giving written feedback to the teacher. Most of them gave positive responses to this question.

"Our previous teachers just carried out the lesson but you made some changes in the lessons according to our wishes. This was very nice." (Ş.Y.)

"It was nice to see that I had a say in the way the lessons were carried out and to know that you care about us. Thank you very much." (E.Y.)

"Sometimes the thing which may appear to be quite good for teachers may be very boring for students. It was nice that you asked about what we think. In this way, we were able to see that we are important for you." (O.Ç.)

However, three of the students stated that although they believed in the benefit of giving written feedback about the things done in class, they sometimes did not do it willingly because some of the questions were long and sometimes they were very tired.

"It was nice that you asked about our opinions but when you did this at the end of the lesson, it was very hard for us to complete it as we were very tired. If you had not forced us to do so, I would not have written them." (S.T.)

"Instead of writing full sentences, I would have preferred to have multiple choice or circling the suitable answer sort of thing." (P.T.)

"If it had not been necessary for your thesis project, I would not have written in a journal but I love you very much so I answered the questions." (E.K.)

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

5.0 Presentation

This chapter presents the summary of the study, the discussion of findings, implications and recommendations for further studies.

5.1 Summary of the Study

At the beginning of the study, it was hypothesized that the students, who were provided with strategy training on reading, would score better on the post-test as opposed to the ones who did not receive such training. Several instruments were used in the study. These were a pre-test and a post-test on reading, the students' feedback journals and the interviews held with the students. The training sessions provided to the experimental group covered the objectives of the upper-intermediate level and mainly aimed at providing students with awareness raising activities on different reading strategies.

Below are a brief description of the instruments and a summary of the results.

Pre-test and post-test: Before the training sessions, a pre-test was given to both the control and the experimental groups. The scores that the students received in the pre-test were recorded and the means of the pre-test scores of the experimental and the control group were compared through an independent samples t-test. The t-test results showed that the two groups were not significantly different in terms of their proficiency in reading (see Table 5).

After the experimental group received the training, a post-test was given to both the experimental and the control groups. The post-test tested the same objectives which were also tested in the pre-test. The students' scores were recorded and a mean score of the post-test results were calculated for each group of students through an independent samples t-test. The results show that the mean scores of the two groups were significantly different in favor of the experimental group (see Table 6).

Students' feedback journals: After each training session, the students in the experimental group were given some questions to answer and some prompts to complete in order to reflect on what was practised in that session. The questions and prompts included some personal reactions of the students and some aspects of teaching and learning method.

Interviews with students: In the 8th week of the study, after the post-test was administered to both groups, interviews were held with all the students in the experimental group. In the interviews, students were asked 6 questions aiming at getting an overall feedback from the students with regard to especially the two components of the study, which were the reading strategies that they had been given a chance to practise and the students' written feedback to these strategies and the sessions where these strategies were practised.

5.2 Discussion of Findings

In general, the results of this study were in harmony with the results gained in previous studies conducted in the same field. The results of the study carried out by Akyel and Salatacı (2002) indicated that strategy instruction had a positive effect on both Turkish and English reading strategies and reading comprehension in English. Another study conducted by Sarıçoban (2002) also emphasized the importance of strategy use in reading classes.

The studies evaluating the effectiveness of strategy training were also carried out for different skills in language learning. Bialystok, O'Malley, Cohen and Aphek (quoted in Ellis, 1994) conducted studies on vocabulary learning strategies. The common conclusion in all of these studies was that students benefited from strategy

training in the related field. Another study by O'Malley et al (quoted in Ellis, 1994) investigated the effects of strategy training on the learners' performance on a listening and speaking task. In the end, it was found that while there was not a significant difference in the listening task between the two groups, in the speaking task, the experimental group which was specifically trained on how to present a two-minute talk outperformed the control group.

The researcher was able to make the following generalizations by examining the results of this study:

1. BUSEL students are mostly unaware of the strategies involved in reading; therefore, they are usually unsuccessful in the exams. Some good readers are, on the contrary, use the strategies they use in their mother tongue.

2. Raising students' awareness on the strategies used in reading works well in reading classes. Students benefit a lot from the activities and turn out to be better readers as the time goes by.

3. Having achieved something which they had found to be very difficult motivates students greatly and encourages them to practise outside the class as well.

4. Written and oral feedback provides a means through which a teacher can gather information on whether activities carried out in lessons work or not. In this way, teachers can find a way to modify their lessons according to students' feelings and needs.

The results of the qualitative data revealed that the students benefited a lot from the activities and made use of the strategies in their further readings. However, they also emphasized some points to consider when these activities are planned to be carried out. They are as follows:

1. One of the most important findings of this study was that the students benefited a lot from the study and realizing the effectiveness of such a training, they complained a lot about not receiving this kind of detailed training before. Therefore, both in their journals and in the interviews as well, they emphasized strongly that they would have liked to be trained on reading strategies starting at the very early levels of their language

education. In short, it can be concluded from students' responses that such kind of an instruction should start from the first lesson because later on, it becomes difficult for students to change their habits. In addition, they should be done at all levels, not only in the upper-intermediate or another specific level.

2. The texts and question types must be similar to the ones that appear in the exams because undoubtedly the main aim of students in BUSEL is to be successful in their exams first.

3. In order to create a suitable environment for a reading lesson, outside factors such as the noise coming from the other classes should be minimized. In BUSEL or in other institutions where reading plays a great role in the curriculum, there must be separate reading classes isolated in a silent part of the building. If it is not possible to have separate classes, the institution must make sure that the walls surrounding the classroom are thick enough not to allow for any noise to be heard from the classes next door since students' concentration is quite important in a reading lesson.

To conclude, having taken the limitations of the study into consideration as well, it can be said that the students in the experimental group benefited from the training. They enjoyed the study as well since they were given a chance to see that reading is not difficult if the reader is provided with the necessary strategies and knows when and how to use them. Therefore, both the students and the researcher found the study useful.

5.3 Implications and Recommendations

Some recommendations can be made if a similar study is to be carried out. First of all, creating strategy awareness requires a lot of time. However, in a limited amount of time, to get the results which have been hypothesized at the beginning of the study is a difficult target to achieve. Therefore, the researcher must be very sure of the instruments to be used in the study. In addition, preparing for the training sessions is both demanding and requires a lot of time so it would be best to pilot the materials

prepared beforehand to see if they work or not since it would be very difficult to make the necessary changes as the study goes on.

Secondly, the students also contribute a lot to the study with their feedback journals and the interviews held with them; therefore, they must be made sure that their effort is considered. Either orally or by giving small presents, they must be appreciated.

In conclusion, bearing everything that is mentioned in mind, it can be said that teachers in BUSEL should realize the importance of strategy training and incorporate it in their lessons. In addition, the components of this study can be integrated into the BUSEL syllabus or the syllabus of other institutions where reading is considered to be an important skill and objective.

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APPENDIX A

THE PRE-TEST

Name:

What is an Addiction?
By Dr. John Marsden, Ph. D., C. Psychol

Addiction seems to be all around us. Almost everyone seems to have an opinion about people who become addicted to different substances, and the number of people who have addiction problems seems forever increasing.

There is a lot of misconceptions and a fair bit of uncertainty about what
5   addictions are, how they are caused, what course they follow and how best to treat them. This section will shine light on the key issues.

1. _____

If you ask a person in the street what an addiction is, they will probably say it's got something to do with being unable to stop using a substance, such as an
10   illegal drug like heroin, or maybe alcohol.

Lack of control over the use of a substance is indeed at the heart of what an addiction is. Other aspects are a sense of compulsion to use the substance and there is an important link between this sense of desire and problems controlling how much or how often a substance is used. Becoming tolerant to the effects of a
15   drug, and then needing to use more of the substance to achieve the desired effect, is also an important process in the development of an addiction.

Perhaps the best example is cigarette smoking. Anyone who has ever smoked will recognise the strong sense of compulsion to light up particularly in situations where **this** is not allowed such as an aeroplane.

20   According to statistics, virtually no young people who had never smoked or drunk alcohol had ever used drugs – but as many as 75% of regular smokers who also drank at least once a week had done so.

These aspects of addiction have a physiological basis related to how the particular substance acts on the brain but also a psychological aspect relating to

25 the reasons or functions for taking the substance (such as smoking to improve concentration).

2. _____

Overall, we should not view addiction or dependence in absolute terms. Dependence exists in many different ways and in a wide range of intensity.

30 There are some people who appear able to use substances on a fairly regular basis and over a fairly prolonged period and experience few, if any, problems as a result. For others, however, the capacity to control how often and how much is used since to erode quite quickly and a more powerful state of attachment or preoccupation with taking the substance comes into being.

35 As to what will happen next, it really depends on the nature of substance, how **they** are using it, the problems that it may be linked with and various aspects of the person's psychological make-up, their personal and social relationships.

3. _____

Most addictions take time to develop and almost no one deliberately **sets out** to

40 become addicted to a substance. What you tend to find is that a person's consumption progresses through several stages.

Following initiation- maybe to experiment to see what the substance is like- a person may go on to use the substance again and perhaps begin to use on an occasional then regular basis. At the same time, the amount that is consumed

45 may also begin to increase. For some substances, the body quite rapidly becomes tolerant of a 'dose' taken and the user will increase the amount taken to achieve a desired effect.

Popular conceptions of addiction do not stop at drugs and alcohol. If we think of things people can become overly **attached to**, this can include gambling, eating

50 chocolate, playing computer games, even using the Internet! These non-drug addictive behaviours are similar in that the person has a lack of control over their behaviour that can lead to problems.

There are popular and professional definitions of what an addiction is. In everyday language, we think of someone who is addicted to something as having

55 what we could call an unhealthy habit.

Source: http://www.bbc.co.uk/health/addictions/about whatis.htm

You have read a passage about addiction. Choose the most suitable heading from the list A – D for each space 1 - 3. There is one extra heading which you do not need to use.

A. Stages of addiction
B. What can be done
C. Impossible to control
D. Dependence on substances

For questions 4 – 10, circle the correct answer according to the text.

4. According to Dr. Marsden, many people

    a. do not have enough information about addiction

    b. have an addiction of somekind

    c. are unfairly treated if they have an addiction

    d. know the causes of addictions

5. The centre of an addiction is

    a. not having knowledge about the addiction

    b. not being aware of how dangerous the substance is

    c. not being able to manage the thing being taken

    d. not getting the necessary treatment

6. The doctor claims that

    a. most people using a substance regularly become addicts

    b. people become addicted while being preoccupied

    c. addictive capacities vary from person to person

    d. addicted people have many problems

7. Becoming an addict

a. happens after the first use of a substance

b. is a progressive event

c. always occurs through experimentation

d. has no relation to the substance being taken

8. What is the purpose of this article?

    a. to persuade

    b. to entertain

    c. to criticise

    d. to inform

9. Line 36, *they* refer to

    a. substances

    b. addictions

    c. addicted people

    d. stages of addiction

10. Line 19, **this** refers to

a. compulsion

b. sense

c. aeroplane

d. smoking

For questions 11- 13, circle T if the statement is true and circle F if the statement is false according to the text.

11. A person' social life is important in the process of becoming an addict. T   F

12. Non-drug addictive behaviours are totally different from substance ones.T   F

13. If you become tolerant to the effects of a drug, you can easily quit it.   T   F

For questions 14 – 15, match the unknown words from the text on the left with their definitions on the right. Write the number of the definition on the right next to the letter of the unknown word on the left. There are more definitions than you need.

14. ____ set out (line 39)   a. use

15. ____ attached to (line 49)   b. need

                                                      c. start

                                                      d. interested in

ANSWER KEY

What is an Addiction?

1. C
2. D
3. A
4. A
5. C
6. C
7. B
8. D
9. C
10. D
11. T
12. F
13. F
14. C
15. D

APPENDIX B

THE POST-TEST

Name:

Is it in the genes?

Dr. S. Mohan Raj

Dinesh looked at the clock. His parents had gone to a party. For a change, the party was taking place in somebody else's house. Normally, about three parties took place in his house every week. He had seen father becoming less inhibited, singing and appearing happy. Even on days when there were no parties, father

5   would sit alone and drink. "I've been drinking for 20 years. What is wrong with my health?" he would counter mother's advice.

Dinesh opened the fridge. Fancy bottles of various shapes were fighting for space with the foodstuff. He picked up a bottle. He was curious to find out what was in the drink that made elders root for more. He mixed a drink the way he had

10   seen father does. He took a sip and didn't know any difference. After a few sips, he liked the experience. After a few months, he was taking alcohol daily.

Saravan doesn't remember any family member smoking or drinking. He resented being teased as a 'sissy' by his friends for refusing to smoke or drink. He started to drink and felt that he was part of the group and was 'macho'. A few years

15   later, he noticed that most of his friends had stopped drinking but he had progressed to drinking daily.

1. _____

"Why do you take alcohol/drugs?" Ask this question to those addicted to **them** and you will get a delightful variety of reasons. "Too much work, no work, to

20   celebrate success, to mourn failure" etc. Critics point out that the theories

regarding causes of addiction are as varied. The theories range from genetic to cultural factors. The fact is that there is no single explanation for addiction. There are many factors that play a role.

25 Before becoming addicted to a drug, one has to start somewhere. Curiosity and availability were responsible for Dinesh trying his first drink. Peer pressure ensured Saravan's initiation. Not everyone who takes a drink goes on to become an addict. Some stop it after a while or limit it to certain occasions. This transition from 'social drinking' to 'alcohol dependence' (or addiction) is influenced by many factors.

30 **2. _____**

It is debated whether a complex process like addiction could be genetically determined. Research shows that it is partly true. Twin and adoption studies have shown that children of alcohol dependent parents have a higher risk of becoming alcohol dependent even when brought up by alcohol free foster parents. The

35 explanation given is the way a person's body metabolises alcohol. An enzyme called aldehyde dehydrogenase is crucial in metabolising acetaldehyde, which is a breakdown product of alcohol. Some people **possess** an inactive variant of this enzyme. For them, consumption of alcohol leads to high levels of acetaldehyde in the body, which causes an unpleasant reaction.

40 Japanese and Chinese have this variant enzyme. They develop an unpleasant flushing reaction with alcohol, popularly known as 'oriental flush'. This reaction protects them against heavy drinking and the incidence of alcohol dependence is low in these races.

It is easy to blame addiction on the genes. Is it only nature or does nurture play a

45 role? Children look up to parents as role models. Parental behaviour and interests have a **tremendous** influence. If a parent smokes or drinks in the child's presence, the child sees it as normal acceptable behaviour, worth emulating.

A confiding relationship with parents and adequate emotional support from them are family factors that diminish the risk of adolescent initiation into drugs. These

50 are influences that are nurtured over time. It is low in some families and parents try to make it up by suddenly increasing parental control or expressing love. This would only aggravate matters. Some adolescents use drugs as an expression of independence or as overt hostility towards parents and society.

3. _____

55   Persons with untreated depression or anxiety are **<u>prone</u>** to get addicted to alcohol/drugs as they offer temporary relief. Ironically, in the long term alcohol worsens the depression and anxiety. Certain personality traits like rebelliousness and novelty-seeking behaviour have also been implicated in drug abuse.

    Stress comes in various forms. It could be occupational, financial, academic,
60   marital, etc. Alcohol/drugs provide a maladaptive way of coping with or escaping from stress. In the absence of other healthy coping skills, alcohol/drugs provide an easy way out. "Drinking due to financial stress" is a logic that is difficult to understand**.** Consuming alcohol due to marital stress is a chicken and egg problem. It is often difficult to tell which creates the other.

You have read a passage about addiction. Choose the most suitable heading from the list A – D for each space 1 - 3. There is one extra heading which you do not need to use.

A. **Individual factors affecting addiction**

B. **The influence of the family**

C. **The reasons for addiction**

D. Environmental factors

For questions 4 – 9, circle the correct answer according to the text.

4. Dinesh became addicted to drinking because

    a. his friends didn't accept him.

    b. he had psychological problems.

    c. he wondered how the drink tasted.

    d. his friends forced him to drink.

5. Saravan started to drink because

    a. his parents were drinking.

    b. wanted to know the taste of alcohol.

    c. he wanted to be accepted by his friends.

    d. he had some problems with his parents.

6. The Japanese and Chinese

    a. drink a lot of alcohol.

    b. become addicted to a substance easily.

    c. have different characteristics about addictions.

    d. have a defence mechanism against addictions.

7. Which of the followings is NOT a cause of addiction according to the text?

a. being anxious and worried

b. problems with health

c. looking for new experiences

d. problems in marriage

8. What is the purpose of this article?

    e. to persuade

    f. to entertain

    g. to criticise

    d. to inform

9. Line 18, **them** refers to

a. people   c. alcohol and drugs

b. friends   d. reasons

For questions 10- 12, circle T if the statement is true and circle F if the statement is false according to the text.

10. The genetic factors are the only explanation for addiction.   T   F

11. Children imitate their parents in terms of addiction.   T   F

12. Addiction may be genetically determined.   T   F

For questions 13 – 15, match the unknown words from the text on the left with their definitions on the right. Write the number of the definition on the right next to the letter of the unknown word on the left. There are more definitions than you need.

13. possess (line 37)   a. likely

14. prone (line 55)   b. considerable

15. tremendous (line 46)   c. slight

                                  d. have

ANSWER KEY

Is It in the Genes?

1. C
2. B
3. A
4. C
5. C
6. D
7. B
8. D
9. C
10. F
11. T
12. T
13. D
14. A
15. B

APPENDIX C

JOURNAL QUESTIONS

Session 1: Brainstorming & Prediction

1. Did brainstorming help you in understanding the text? If yes, how?
2. What do you think about the prediction activity (writing questions that you want to be answered in the text)?

Session 2: Skimming and Scanning

1. Do you think you can benefit from skimming in the exams and in your daily life? If yes, how?
2. Do you think you can benefit from scanning in the exams and in your daily life? If yes, how?

Session 3: Understanding Main Ideas

1. This lesson was useful for me because ...

Session 4: Detailed Reading and Inferring

1. I liked/did not like this lesson because ...

Session 5: Guessing Meaning from Context

1. Why do you think the teacher used nonsense words?
2. Do you think it is helpful?

Session 6: Text Cohesion

1. What do you think about the strategies you learned in this lesson?
2. Do you think you can use them in daily life?

Session 7: Assessing Writer's Purpose

1. What was different for you in this lesson?

APPENDIX D

SAMPLES OF JOURNAL ENTRIES

Session 1

Question 1: Did brainstorming help you in understanding the text? If yes, how?

> Yes. I didn't do it before. I remembered the words first and I saw them in the text. It was good.
>
> E.K.

> Yes. You asked us the words and wrote them on the board. When I couldn't remember a word, I looked at the board and it helped me.
>
> (S.Y.)

> Yes. When you asked questions about the topic, my friends talked about something I didn't know before so I learned lots of things. I also saw some of them in the text so it was useful
>
> E.Y.

> Yes I realized that I knew lots of thing about the topic.
>
> P. S.

Session 1

Question 2: What do you think about the prediction activity (writing questions that you want to be answered in the text)?

I liked it very much because I saw that My two questions answered in the text. I was happy. :)

P.S.

I thought about the text before so it was easy to read the text but my questions didn't answer in the text so I was sad.

U.Ö.

I think it is sometimes good sometimes bad. When I can answer my questions, it is good but when I cannot find their answers it is bad.

E.Y.

Session 2

Question 1: Do you think you can benefit from skimming in the exams and in your daily life? If yes, how?

I think it will be useful in our departmens because read a lot but we cannot read whole of them. We have to read the first and last paragraph or even the first sentences. It will be easy for us

(O. G.)

Yes. For example, there are lots of books in the library. We cannot read all of them. We can read them very quickly and try to understand the main idea.

(P. C.)

Yes, but not in the exams. In the exams I cannot answer the questions reading very quickly. I must read in detail. But in daily life, I can do it while reading newspaper or while finding articles for the project work.

U. Ö.

Session 3

Question 1: Do you think you can benefit fron scanning in the exams and in your daily life? If yes, how?

Yes. If there is a question about dates, numbers. I can use it. I was using it before also.

P. S.

Session 4

Question 1: This lesson was useful for me because ...

This lesson was useful for me because I learned that I musn't read all the text but some parts (the first or last paragraph) is enough for understanding it.

A.G.

This lesson was useful for me because I saw that some words in the sentences in the box used in the paragraph. They were keywords so I had more correct answers.

U.Ö.

This lesson was useful for me because usually when I saw one word in the sentence and saw that word in the paragraph again, I chose that sentence correct but I learned that it is not correct all the time

<div align="right">S.P.</div>

Session 5

<u>Question 1.</u> I liked/ didn't like this lesson because ...

I <u>liked</u> /didn't like this lesson because I did not know that grammar was very important for understanding the text.

<div align="right">A.G.</div>

① <u>liked</u>/didn't like this lesson because ① got more correct answers.

<div align="right">E.K.</div>

I <u>liked</u>/didn't like this lesson because I learned how to look at the text for answers. I learned that they are hidden but I can find them.

<div align="right">U.Ö.</div>

Session 6

<u>Question 1:</u> Why do you think the teacher used nonsense words?

The teacher wanted us to guess the meaning of words.
We used context clues to guess them.

E.K.

I think she wants us to improve our guessing ability. when we understand the all context, we can guess the meaning of words very easily.

(İ.Y.)

She did it because she wanted to show us that we can guess the meanings of words instead of using dictionary. She thought it in the funny way so it was enjoyable.

A.G.

<u>Question 2:</u> Do you think it is helpful?

Yes, I think it is helpful because in the exams, they ask the unknown words a lot and we don't have dictionaries. We can guess their meaning from context.

S.G.

Yes. I think it is helpful because if we look at the dictionary for every word, we cannot finish reading that text for a long time but if we try to guess the meanings of unknown words using context, we can finish it in a short time we can read more.

<div align="center">U.Ö.</div>

Yes! Because guessing is easy than using the dictionary! Sometimes we don't have a dictionary or we are bored or tired so we con't use The dictionary. Guessing is easy and unknown words don't stop your reading so it's good.

<div align="right">(i.Y.)</div>

Session 7

<u>Question 1</u>: What do you think about the strategies you learned in this lesson?

They are very detail but they are useful. In pre-intermediate and intermediate, they only asked one word but this lesson I learned that a sentence or a few words can be answers so I liked them.

<div align="right">P.S.</div>

I didn't have a lesson before like this. I think I will get better grades in the exams now because I know how to find the answers for reference words.

<div align="center">U.Ö.</div>

> In the past, I only looked back for the answer but in this lesson I saw that the answer can be in the next sentence. It was new for me and useful. (Ş.Y.)

Question 2: Do you think you can use them in daily life?

> Sometimes, it's difficult to understand who are we talking about. There are a lot of "he", so we can use this strategies to understand who are we talking about.
> P.S.

> Yes, but they will be more useful in the exams.
> V.Ö.

Session 8

Question 1: What was different for you in this lesson?

> I always tried to find "In my opinion" or "I think" in the sentences but this lesson thought me that some words can tell the writer's purpose or feelings.
> A.G.

The writers can tell us their feelings or purpose by using some impressive words in the text. I can use this in my writing because I always use "I think" and teachers underline them in my paper. I can use some other words to tell my ideas.

U.Ö.

APPENDIX E

INTERVIEW QUESTIONS

1. İngilizce öğrenirken okuduğunuz parçalar sizin için problem oldu mu? Evetse, neden?

2. Sınıfta size okuma parçaları üzerinde çalışırken nelere dikkat etmeniz gerektiğiyle ilgili değişik yöntemler ve stratejiler gösterildi ve bazı materyaller dağıtıldı. Ayrıca sınıfta hem arkadaşlarınızla hem de öğretmeninizle bunları inceleme fırsatı verildi. Böyle bir çalışmayı faydalı buldunuz mu? Lütfen açıklayın.

3. Bu dönemdeki okuma derslerini diğer dönemlerdeki okuma dersleriyle kıyaslarsanız, ne söyleyebilirsiniz? Sınavlardaki başarınızda bir değişiklik oldu mu?

4. Bu kurs boyunca size sınıf dışında da etkili bir şekilde çalışmanız gerektiği vurgulandı. Okuma becerilerinizi geliştirmek için sınıf dışında çabalıyor musunuz? Evetse, neler yapıyorsunuz?

5. Sınıftaki okuma dersleri esnasında nasıl hissettiğinizi birkaç sıfat kullanarak açıklar mısınız?

6. Sınıfta işlenen derslerden sonra onlarla ilgili fikirlerinizin sorulması ile ilgili görüşlerinizi belirtiniz.

APPENDIX F

A SAMPLE OF INTERVIEW RESULTS

1.) "Hem de çok! Elementary ve pre-intermediate kurslarında değil ama özellikle intermediate'tan sonra önüme gelen parçaları anlayamaz oldum. En önemli problem kelimeleri bilmemem oluyordu. Ayrıca bazen çok uzun cümleleri anlamakta güçlük çekiyordum." (E.T.)

"Evet. Genel olarak bir anlam çıkarsam bile sınavlardaki bazı soruları yapamıyordum. Özellikle bilinmeyen kelimeler benim kabusum oluyordu. Halen öyle ama artık onlarla nasıl başetmem gerektiğini biliyorum." (E.Y.)

"Evet. Bence sınavlardaki en zor bölüm okuma parçaları. Çünkü bir sürü bilinmeyen kelime var. Bazı cümlelerse birkaç satır sürüyor. Onları parçalamayı bilemeyince çok zorlanıyorum. Özellikle sınavlarda okuma kısmından düşük not alınca çok üzülüyorum. Çünkü bölümüm Siyaset Bilimi ve Kamu Yönetimi. Yani çok okumam gerekecek. Bütün kitaplarımız İngilizce. Nasıl yaparım yani bilmiyorum." (Ş.Y.)

2.) "Kesinlikle çok yararlı buldum. Ben upper-intermediate'a gelene kadar hep dersler kitaplardaki gibi işlendi. Ama bu kursta kitaptakine hiç bağlı kalmadık. Parçalar aynıydı ama işleniş şekli farklıydı. Bu da benim için daha faydalı oldu." (Ş.Y.)

"Bu kursa kadar okuma derslerinde hep uykum gelmişti. Sınavlardan önce biraz konsantre olmaya çalışıyordum ama soruları yapamayınca sıkılıp bırakıyordum. Ama bu kurs siz, soruları yapamayınca 'Neden yapamıyorum?' sorusunu kendime sormayı öğrettiniz. Derslerde yaptıklarımız sanki matematik sorusu çözer gibiydi. Çok eğlendim ve de öğrendim." (T.E.)

"Daha önceki kurslarda da bu kurstaki gibi bazı stratejiler öğrenmiştim. Ama bu karsta çok fazla pratik yapma imkanım oldu. Okuma dersleri haricinde de her önümüze gelen minicik bir parça da bile referencing ya da bilinmeyen kelimelerin anlamlarını sordukça sürekli pratik yapmak zorunda kaldık. Artık okuma parçalarını daha rahat anlıyorum ve okurken bir yandan da derste yaptıklarımız aklımdan geçip duruyor." (P.S.)

"Aslında bazı yöntemleri ben de daha önceden uyguluyor muşum ama farkında değildim. Sanırım okuma konusunda daha bilinçlendim." (Ç.T.)

3.) "Bu dönem kesinlikle daha yararlıydı. Derslerde hem eğlendim hem öğrendim. Vaktin nasıl geçtiğini anlamadım. Sınavlarda reading kısmından hep düşük alırdım. Bu dönem notum biraz daha yükseldi." (Ş.Y.)

"Daha önceki kurslarda reading dersleri çok monoton geçerdi. Bu kurs çok farklı şeyler yaptık. Kendimi hep sınavda gibi hissettim. Bu ayrıca sınav stresimi de azalttı." (P.S.)

"Bu dönem sanırım okuma konusunda büyük ilerleme kaydettim. Çünkü eskiden kitaptaki parçaları bile okurken çok sıkılırdım. Ama artık ders dışında da küçük hikaye kitapları (graded readers) alıp okuyorum. Henüz notlarımda büyük bir değişiklik olmadı ama okuma hevesim böyle devan ederse sanırım sınavlarda da daha iyi yapıyor olacağım." (E.K.)

"Bu kursun başında COPE'tan kesin kalacağımı düşünüyordum. Çünkü reading kısmından hep düşük not alıyordum. Ama artık birşeyleri başarabildiğimi görmek beni sevindirdi. Biraz daha yoğun çalışarak COPE'u geçebilirim." (O.Ç.)

"Şu ana kadar bu kadar detaylı okuma dersleri hiç almamıştım. Hep kitaptaki soruları yapar, parçayı bitirirdik ve bazen anlamadığım kısımlar kalırdı. Ama bu kurs tam burasını anlamadım dediğim yerden soru geldi ve böylece nereden soru çıkabileceğini öğrendim." (S.E.)

"Bu kurs kendimi test yazan bir hoca gibi gördüm. Sürekli hangi kelime sorulabilir ya da buradan ne gibi bir soru gelir şeklinde bizi yetiştirmeniz çok yararlı oldu. Böylece artık analyamadığım kısımlsrı atlamıyor, onları incelemeye çalışıyorum. Çünkü biliyorum ki oradan kesin bir soru çıkar." (E.T.)

4.) "Bu kursa kadar ders dışı pek çalışma yapmamıştım. Çünkü ben Türkçe'de de okumayı pek sevmem. Ama bu kurs diğerlerinden farlkı olarak en azından daha fazla ödev yaptım." (P.Y.)

"Daha önceleri de kurs başında heveslenip ders dışında küçük hikaye kitapları (graded readers) okuduğum olurdu. Ama her bilinmeyen kelimede sözlüğe bakınca bir sayfayı bir satte okuyordum. O yüzden 2. haftada sıkılıp kitabı bırakıyordum. Ama bu kurs bu biraz değişti. Artık sözlüğü fazla kullanmadan da okuyabildiğimi anladım. O yüzden kütüphaneden kitap alıp her hafta bir tane okumaya çalışıyorum." (S.T.)

"Önceki dönemlerde derste yapılanlar bana yetiyordu. Ama sınavlarda hep %60 alıyordum. Bu kurs dersteki alıştırmaları çözmek çok zevkliydi. Sizde sürekli ödev verince devamlı çalışır oldum. Sınavlarda da biraz daha yüksek notlar alınca dil laboratuvarlarına daha çok gitmeye başladım. Oradaki alıştırmaların da sınava yararı oluyor." (E.T.)

5.) "Daha önceden yapamadığım şeyleri yapabilmek beni çok sevindirdi ve motivasyonumu artırdı." (E.T.)

"Bu kurs derslerden zevk aldım ve notlarımın yükseldiğini görmek beni çok mutlu etti. Daha önceki kurslarda böyle yapılmıyordu. Belki yapılsaydı intermediate'ı repeat etmezdim. Bunu de düşününce çok sinirleniyorum." (Ş.Y.)

"Benim bölümüm ekonomi ve sayılarla uğraşmayı, problem çözmeyi çok seviyorum. Daha önce bir reading (okuma) dersinin matematik gibi işlendiğini hiç görmemiştim. Çok ilginçti ama ben bunu sevdim. (T.E.)

"Ben derslerde çok eğlendim. Bazen kendimi öğretmen benmişim gibi hissettim. Ayrıca grup çalışmalarında da birbirimizden çok şey öğrendik. Birlikte çalışmakta çok motive edici birşey." (O.Ç.)

6.) "Daha önceki hocalarımız dersi işler geçerdi. Ama siz bizim isteğimiz doğrultusunda derslerde bazı değişiklikler yaptınız. Bu çok hoş." (Ş.Y.)

"Dersler konusunda benim de bir söz hakkımın olduğunu bilmek ve bizim fikirlerimize değer verdiğinizi görmek beni çok sevindirdi. Çok teşekkürler!" (E.Y.)

"Bazen hocalar için çok güzel olan birşey öğrenciler için sıkıcı olabiliyor. Sizin bizim ne düşündüğümüzü sormanız çok hoş bir şeydi. Böylece sizin için önemli olduğumuzu anladık" (O.Ç.)

"Bizim fikirlerimizi sormanız çok hoştu ama bunu ders sonunda yapınca zaten yorgun olduğumuz için çok zor geliyordu. Siz zorlamasanız yazmazdım." (S.T.)

"Uzun uzun yazmak yerine daire içine alınan ya da sadece işaretleme yapılan türden birşey olmasını tercih ederdim." (P.T.)

"Eğer sizin teziniz için gerekli olduğunu bilmesem asla defter tutmazdım. Ama sizi çok seviyorum o yüzden soruları cevapladım." (E.K.)

RESULTS OF THE INTERVEWS

1.) "To a great extent! Not in elementary or upper-intermediate but especially after the intermediate course, I started not to understand the texts I have in my hand. The biggest problem was the unknown words in the text. In addition, I sometimes had difficulty in understanding very long sentences." (E.T.)

"Yes. Even if I was able to get a general meaning out of the text, I was not able to answer some questions in the exams. Especially, the unknown words in the text were my nightmare. They are still my nightmare but I know how to deal with them now." (E.Y.)

"Yes. For me, the most difficult part in the exams is reading because there are lots of unknown words. Besides, some sentences are a few lines long. I have lots of difficulty when I do not know how to divide them into small pieces. I especially feel worried when I get low marks form the reading sections in the exams. Because my department is Political Sciences and _____. This means I will have to read a lot. All of our books are in English. I do not know how I will deal with them." (Ş.Y.)

2.) "I absolutely found them very useful. Until I came to the upper-intermediate level, all the lessons had been carried out as they were in the book. However, in this course, we did not stick to the book. The texts were the same but the way they were covered was different, which was very useful for me." (Ş.Y.)

"Until this course, I used to get sleepy in the reading lessons. I tried to concentrate on my lessons a bit before the exams but when I could not answer the questions, I used to give up as I was bored. However, in this course, you taught me to ask the question 'Why can't I do it?' to myself. What we did in lessons was similar to solving a mathematics problem. I enjoyed and learnt a lot." (T.E.)

"I had learnt some strategies in the previous courses as I did in this course; however, in this course, I had the chance to practise a lot. When you asked some referencing and guessing the meanings of unknown words even in the smallest text that we encountered apart from the ones in the lessons, we had to practise a lot. Now I can understand the reading passages more easily and while I am reading, I think of what we did in class." (P.S.)

"In fact, I had been using some of the strategies before but I was not aware of them. I think, I got more aware of things important in reading." (Ç.T.)

3.) "This course was certainly more useful. I both learnt and enjoyed in the lessons. I did not understand how the time passed. I used to get low marks in the reading parts of the exams. This course, I started getting higher marks." (Ş.Y.)

"In the previous courses, the reading lessons were quite monotonous. We did different things in this course. I always felt as if I was in the exam, which reduced my exam anxiety." (P.S.)

"I think I had great improvements regarding reading this course because I used get bored even while I was reading the texts in the books but now I buy graded readers and read them outside the class. There has not been a big change in my exam results yet but if my enthusiasm for reading stays at this level, I think I will be doing better in the exams soon." (E.K.)

"At the beginning of this course, I used to think that I would fail in the COPE because I used to get very low marks in reading. But now I am happy to see that I can achieve something. I can pass the COPE if I work a little more intensely." (O.Ç.)

"Up to now, I did not have so much detailed reading lessons before. We used to do the exercises in the book and finish with the text. I also sometimes had some parts which remained unclear. However, this course, when I could not understand a part in the text, there was a question about that part in the exercises and this question clarified that part for me." (S.E.)

"I felt as a testing teacher this course. It was beneficial for us that you trained us about which word may be asked in the exam or what kind of a question might be asked from a specific part. In this way, I do not skip the part I cannot understand anymore and try to analyze it because I know that there will be a question asked form that part." (E.T.)

4.) "Up to this course, I did not have a lot of study outside the classroom because I do not like reading even in Turkish much. However, this course, different from the previous courses, I did more homework at least." (P.Y.)

"In the past, I sometimes had enthusiasm at the beginning of the course and read graded readers outside the classroom. However, when I looked at each and every unknown word in the dictionary, I read a page in an hour. Therefore, in the second week, I used to give up. This changed a bit in this course. Now I understood that I can read without using the dictionary much so every week I go to the library, get a book and try to read it." (S.T.)

"What was done in the previous courses was enough for me but I always used to get 60% in the exams. In this course, it was enjoyable to do the exercises in the lessons. Since you always gave homework, I started studying regularly. When I started getting higher marks in the exams, I began to go to the language labs more frequently. The exercises there are also beneficial for the exams." (E.T.)

5.) "I was happy to see that now I can do what I could not achieve before, which increased my motivation." (E.T.)

"I enjoyed the lessons this course and I was happy to see that I was getting higher marks. In the previous courses, the lessons were not carried out like this. If they

had been so, I would not have repeated the intermediate course. When I think about this, I got very angry." (Ş.Y.)

"My department is economics and I like dealing with numbers and solving problems. I have never seen before that a reading lesson is treated as a mathematics lesson. It was quite strange but I liked it." (T.E.)

"I enjoyed a lot in the lessons. Sometimes I felt as if I were the teacher. In addition, we learnt a lot from each other in the group work exercises. It is also very motivating to work together in a group." (O.Ç.)

6.) "Our previous teachers just carried out the lesson but you made some changes in the lessons according to our wishes. This was very nice." (Ş.Y.)

"It was nice to see that I had a say in the way the lessons were carried out and to know that you care about us. Thank you very much." (E.Y.)

"Sometimes the thing which may appear to be quite good for teachers may be very boring for students. It was nice that you asked about what we think. In this way, we were able to see that we are important for you." (O.Ç.)

"It was nice that you asked about our opinions but when you did this at the end of the lesson, it was very hard for us to complete it as we were very tired. If you had not forced us to do so, I would not have written them." (S.T.)

"Instead of writing full sentences, I would have preferred to have multiple choice or circling the suitable answer sort of thing." (P.T.)

"If it had not been necessary for your thesis project, I would not have written in a journal but I love you very much so I answered the questions." (E.K.)

APPENDIX G

1. Look at the picture. What is it? Can you make any guesses?

2. Are there any smokers in the class?

3. Are you a heavy smoker? How much do you smoke?

4. You are going to read a text about smoking. What do you think you will read about smoking? Write three questions that you would like to be answered in the text.

5. Leave the questions aside for the time being. You are going to have a look at them later on.

6. Divide into three groups.

   Group 1: Think about reasons why people smoke

   Group 2: Think about reasons why people give up smoking

   Group 3: Think about methods people use to give up smoking

7. Read through the text very quickly and tick the items that are common both in your notes and in the text.
8. Look back again to your questions. Read the text and try to find the answers to your questions.

I know it's bad for me, but I still can't stop

Three packs of cigarettes were lying there on the pavement. I hopped down from Yefim Shubentsov's office doorstep, picked them up and pocketed them. Later, in a bar, when I opened the first pack, I found – to my delight- the twenty cigarettes intact.

I'm still at the bar, telephone in one hand and the cigarettes in the other. I'm dialing Shubentsov, who told me to call the moment I felt the urge to smoke. I feel it, feel it even stronger than I felt Shubentsov's healing energy. That's saying something, since Shubentsov is known around the world for curing smokers of their nasty habit, using a mystical method. He transmits his healing energy from his fingertips, he tells me- something he picked up from another bloke in Russia. 'I help you for free,' he told me in his muddy accent. 'Just call me whenever.'

I went to see Shubentsov because I think it's time to stop. Time to stop because I'm getting old, and I can't keep doing this to myself. But here's the real problem. I should quit, but like a lot of you struggling with the same habit, I really don't want to. At least, not yet.

Smoking has been very good to me. Cigarettes have never let me down, never abandoned me on lonely, desperate nights. Smoking clears my head, helps me think. Smoking has started conversations, driven away annoying people. Smoking helps me celebrate victories, get over losses, comfort the comfortless. It also chases away the mosquitoes.

I will quit. Soon. My body and my mind are demanding that I do, daily.

I claim to smoke for pleasure, but I realize that slowly, steadily, I'm losing control of this close, special friend. I hate that. I realize it's not just a 'habit'. I'm hooked.

So here I am, attempting to give up again, at Shubentsov's place. I've tried all the other quitting techniques available. Any time the urge to smoke strikes, he said, just call him immediately and he'll help. The funny thing is, I realize that I'm not phoning him to stop me from lighting up. I'm phoning him so I can. If I call, I'll have done my part. Then I can smoke this cigarette. Besides, I know that at 9.30 on a Friday night, I'll get the answering machine. I do. 'The office is open from ten to four. Call me back then. This machine does not take messages.'

I put the phone down and I can honestly say I'm relieved. You see, it's not Shubentsov's fault or anyone else's fault that I'm still smoking. It's mine.

Now if you'll excuse me, I'm going to smoke this cigarette. Whether I'll really enjoy it, though, is another story.

Adapted from: an article in Men's Health Magazine

Think about the following:
- How did brainstorming help you in understanding the text?
- Were you able to find the answers to your questions?
- Do you think the writer is likely to give up smoking in the near future? Why/why not?

APPENDIX H

1. Read the title and think about what the text might be about?
2. What kind of jobs do men/women do?
3. What about the workload at home? How do you think it must be shared?
4. Read the text very quickly and answer the questions below.

- the percentage of women in the workload in the world:
- the percentage of women in the workload in the industrialized countries:
- the percentage of women in the workload in the Third World:
- When did British women work in mines?
- How much time do women spend on housework in the industrialized world?
- How many hours more do women work in rural villages?

5. Read the text more carefully this time and identify the main idea.

SHARING THE WORK

Today, millions of women are in paid employment outside the home. Women's wages are increasingly necessary for family survival and most women who work outside the home do so for the same reason as men- because they have to. But women also want to work for personal and social reasons. Having a paid job gives a sense of worth and self-confidence, providing social contact as well as a measure of economic independence.

In the world as a whole, women are 35 percent of the total workforce. In the industrialized countries this proportion is around 40 percent and 32 percent in the Third World.

Men and women tend to have very different kinds of work. In every country and every region of the world there are jobs that are specifically defined as women's work. The types of work considered suitable varies over time between cultures. In the industrialized countries, women are found in a much narrower range of occupations than men. Mining is considered unsuitable for women in Europe, but in the 19th century Britain, women worked in the mines in large numbers. They do so today in

South Africa and in the United States. During the Second World War, women were trained as steelworkers in Britain, but had to give the jobs back to the men at the end of the war. They were encouraged to go back to their "natural" work as mothers. Despite laws against sex discrimination, few women work as engineers, plumbers, managers or lorry drivers, just as there are very few male secretaries, sewing machinists or domestic cleaners.

The jobs women do tend to mirror their domestic responsibilities- servicing, cleaning, caring and catering. These jobs are defined as being of low status and are characterized by low pay and little security.

... and the housework.

In every country of the world, there are meals to prepare, clothes and dishes to wash, children to care for and cleaning to be done. In the industrialized world, insurance companies have calculated the commercial value of a housewife at hundreds of pounds a week.

The number of hours women spend on housework in the industrialized world is calculated at around 50-60 a week, compared to men in the United States who do an average of 1.6 hours a day regardless of whether their partner works. A study of rural villages in five countries of the developing world showed that although men worked between 40 and 75 hours a week, women's workload was always heavier by up to 21 hours per week. In three of the countries the men spent a matter of minutes each day on domestic work. For women in the Third World, the workload may be reduced as development continues and poverty is reduced. But attitudes still have to change as they do in the industrialized world if women are to be released, by men, from half the household workload so that they can take full advantage of the educational and work opportunities that are being opened up to them.

Adapted from: Kanburoğlu, S. et.al. (1997). *BASE 3*. Bilkent University: Ankara.

6. Below are the definitions of some words from the text. Read the text carefully once more. Find the words and match them with their definitions.

• all the people who work in an industry, factory or country (p.2):

- jobs (p.3):

- relating to the home, or family (p.4):

- social position (p.4)

- the amount of work you have to do in a particular period of time (p. 6):

ANSWER KEY

1-3. Answers will vary.

4.

- the percentage of women in the workload in the world: 35
- the percentage of women in the workload in the industrialized countries: 40
- the percentage of women in the workload in the Third World: 32
- When did British women work in mines? 19th century
- How much time do women spend on housework in the industrialized world? 50-60 a week
- How many hours more do women work in rural villages? 21 hours per week

5. Due to some personal and social reasons, the number of people in the workforce is increasing and men should be helping women at home to enable them to take advantage of the educational and work opportunities that are being opened up to them.

6.

- all the people who work in an industry, factory or country (p.2): workforce
- jobs (p.3): occupations
- relating to the home, or family (p.4): domestic
- social position (p.4) status
- the amount of work you have to do in a particular period of time (p. 6): workload

1. What are these objects and what do they have in common?
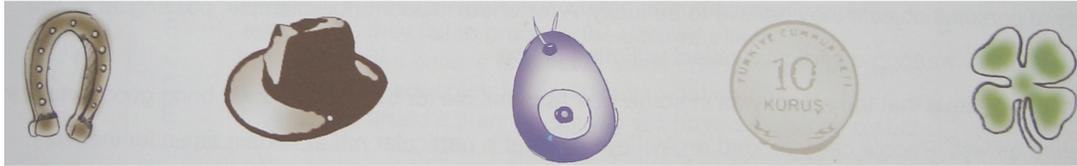
2. What kind of effects do they have?
3. Do you have any of them?
4. Do you believe in them?
5. Can you give any other objects that bring bad/good from your own culture?
6. Read the text very quickly and explain what an ***amulet*** is?
7. Before you start matching headings with paragraphs, explain how you carry out <u>matching headings with the paragraphs</u> exercise? Which steps do you follow?
8. Now, use the checklist your teacher distributed to you and match the headings with paragraphs carefully.

A   The Function of Amulets
B   The History of Amulets
C   Amulets as Predictors
D   Types of Amulets
E   The Relationship Between People and Amulets

OBJECTS OF POWER

The term "amulet" refers to a physical object that is believed to have some power to achieve one's wishes and desires. Such objects can be found in whichever era or region

of the world one cares to look. By putting their trust in amulets, people gain a sense of mastery of the controllable twists of fortune, which so often seems to rule their lives.

1._____

Cultures all over the world consider such natural objects as stones, feathers, pieces of wood, plants, bone, and skin as potential amulets. Natural substances of colour, especially those with bright colours, are considered magically powerful by many cultures. Manmade objects, such as books and slips of paper with special writing, often serve as amulets. Various stones are treated as powerful national amulets: the Blarney Stone in Ireland and the stone cliff in Sri Lanka where Buddha supposedly left his footprints are a few examples. Other stones are often used by cultures as special channels of power because they are rare- meteorites, jewels, and semi-precious stones, for instance. In fact, researchers claim that all jewelry originally started as amulets-objects that gave their wearers greater power or protected them from harm.

2._____

Any object, if used repeatedly, will seem to acquire some magical power. While objects like a horseshoe or a four-leaf clover are traditionally regarded as lucky objects, people also develop attachments to a wide variety of personal objects they believe to be lucky. A fortunate incident (for example, passing an exam) while holding or wearing a particular object will often cause a person to believe that the object was in some way responsible for the luck, and will bring good fortune in the future as well. The bond between these objects and their owners is very strong indeed. The possession of such objects gives people greater confidence in the positive conclusion of any action, and a lost or missing lucky object can, on the contrary, cause the owner a great deal of psychological distress, usually leading to a negative attitude to one's situation or activity.

3._____

The issue of control is important when we think of amulets- control of fate, life, forces, money, other people, and so on. While many amulets are intended to attract luck, many are also used to repel bad luck, ghosts, negative energy, devils, or evil spirits. The idea behind these amulets is that repelling negative energy gives positive energy a chance to appear, and that if negative events can be avoided, then things will naturally turn out all

right. Besides their general positive or negative nature, many amulets have a definite purpose. There are amulets to attract a lover, gain a successful job, to ensure the birth of a healthy child, or to gain any number of other specific or general goals. On the other hand, one's desire may be simply a day-to-day concern- traffic safety, for example.

4._____

Another group of amulets serve as tools of divination. There are numerous items that are used to facilitate looking into the future. Tarot cards, coffee grounds, and crystals are all valuable divination tools and amulets. People use such things to see where they are, where they are going, and to check the correctness of their actions. As with everything else, the method of divination is often as matter of cultural habit, with different cultures preferring different ways of foretelling what is to come. The frequent lack of success of such tools, and of any amulet, is not important, since people tend to remember only occasions when the amulet performed successfully, and ignore or forget times when the future foreseen through the amulet did not come to pass. Amulets have been used by human beings for a very long time, and will no doubt exist in a variety of new and old forms in the future. Despite the emergence of a rational outlook on life in the last few centuries, amulets appear to meet a deep human need. As long as fortune and fate play a major part in what happens to them, people will continue to turn to amulets as a way to feel more in control of their lives.

9. Using the information from the whole text, choose an ending (A-E) from the box below to complete each sentence (5-8). There is one extra ending that you do not need to use.

> A although some are intended to bring about a specific result.
>
> B even when they fail to produce the desired effect.
>
> C since they then believe they have some control over their lives.
>
> D Because they are colourful or difficult to obtain.
>
> E as they are afraid a planned activity will have a negative result.

5. Amulets are important to many people ………………………………………….

6. People often become upset when they lose an amulet ……………………………

7. Most people continue to believe in amulets……………………………………….

8. Many amulets are carried for general good luck……………………………….

Adapted from: Bell, D. (2000). *Pre-faculty Book.* Bilkent University: Ankara.

A CHECKLIST FOR MATCHING HEADINGS WITH THE PARAGRAPHS

☺ ☺ ☺

1. Start thinking about the topic.

2. Read the headings.

3. Underline the key words.

4. Skim the text thinking about the key words.

5. Find the introductory paragraph which has general information and the main idea of the text.

6. Find the concluding paragraph, which summarises the main points and has a final message to the reader.

7. Match the headings.

8. Pay close attention to the distractors in the paragraphs since the key words in the headings may not act as distractors.

9. Good luck!!!

ANSWER KEY

1-5. Answers will vary.

6. Amulet: a physical object that is believed to have some power to achieve one's wishes and desires.

7. Answers will vary.

8.   1. D   2. E   3. A   4. C

9.   5. C   6. E   7. B   8. A

APPENDIX J

- What does happiness mean for you?
- What makes you happy/unhappy?
- In a multiple choice exercise for reading, which steps do you follow? Note them down.
- Go through the checklist your teacher has distributed to you. Do the steps you mentioned match with the steps mentioned in the checklist?
- Read the text and answer the questions below by using the checklist.

HAPPINESS

Happiness, one of the most ambiguous human goals, is very difficult to measure. Millions are spent on researching crime, alcoholism and many other causes of human misery, but happiness remains an obscure and slightly embarrassing subject. How many of us have stopped before asking the dangerous question "How are you?" to an aged aunt, for fear of provoking long and bitter complaints.

Some clues about happiness do exist, however. We know, for instance, that a minimum of material possessions is necessary. Americans and Europeans are on average twice as wealthy as they were 35 years ago, yet surveys show them to be no happier. Not surprisingly, people are generally happier in a relationship, and healthy people are happier than those who are sick. Yet curiously, the disabled tend to rate about the same happiness level as the rest of us. The point here, is that happiness is relative. Discovering that something terrible is about to happen – such as a nuclear war- can make a previously unbearable existence seem a relative paradise. But, even if we manage to reach happiness, will we be able to keep it?

Sadly, there is every possibility that we will not. Unfortunately, many of the things that make us happy – eating, excitement - can easily turn into addictions, i.e. they are no longer things we want to do, but rather things we have to do. How does this come about? The explanation lies in the structure of our brains. There are two main pleasure centers in our brains. One is triggered by activities like exercise, relaxation and other gentle pleasures. The other is stimulated by more exciting

activities like bank robberies, sport or public speaking. Research shows that people tend to stimulate the pleasure centers in the brain artificially with drugs or alcohol. According to many psychologists, people get addicted because they don't know how to enjoy themselves. In other words, they haven't learned to trigger off their natural pleasure centers in ways that don't lead to physiological problems. A sensible approach to drug addiction, then, would be to teach people to be happy; but how can this be done?

A Chicago professor of psychology has been trying to answer this question for 20 years. He believes the key to happiness is something he calls "the flow". The flow is the state you are in when you are doing something that completely absorbs you. It comes when you are pushed to the limit of your ability but not beyond it. According to the professor, people can get a feeling of flow from dangerous sports like mountain climbing, but it can also come from something less physically demanding like painting. The point is that it is something people do for its own sake. They aren't looking for any external reward.

The professor recently ran a project in which he fixed people up with an electronic paging device and checked throughout the day to find out how they were feeling. They had to rate each of the day's activities for its challenge and their skill in performing it. Activities with a high rating in both were considered flow experiences. The intriguing thing about this project was that it showed even when we know what makes us feel good, we still don't do it. For instance, while doing sport the subjects were usually in a high flow state, compared with no flow when watching TV. Yet they watched TV for ten times as long as they spent doing sport.

1. Little research is done on happiness because happiness is
   a. not considered an important subject.
   b. not easy to explain
   c. an obvious goal for everyone.
   d. a fearful subject.

2. According to the text, which one of the following has the greatest influence on our happiness?
   a. Knowing that there are worse situations

b. Being in good physical condition

c. Having good relationships with people

d. Collecting a lot of material possessions

3. People tend to rely on drugs or alcohol because other ways of activating the pleasure centers in the brain are

a. too frightening.

b. unknown to them.

c. unnatural.

d. less exciting.

4. People are usually in a state of "flow" when they perform activities which

a. present little challenge.

b. use their full potential.

c. earn them praise.

d. require physical effort.

5. The most interesting finding of the professor's project was that people

a. enjoy activities which require minimum physical effort.

b. feel better when carrying an electronic paging device.

c. don't do things that they know would make them happy.

d. don't spend as much time watching TV as playing sports.

Adapted from: Thomas, C. (2002). *Cope Practice Tests*. Bilkent University: Ankara.

CHECKLIST

FOR

ANSWERING DETAILED READING OR INFERENCE QUESTIONS

1. Read the title and brainstorm about what you already know about the subject.

2. Read the text carefully without looking at the questions and get an overall idea of what the text is about.

3. Read the questions carefully and go back to the text to locate the necessary information.

4. Answer the question in your own words and then go to the options and match your answer to the correct option. (The correct option will probably be worded in a slightly different way to your answer.)

ANSWER KEY

1. B
2. A
3. B
4. B
5. C

APPENDIX K

- Have you heard of anything like the talk of animals?
- Do you think that animals have a kind of communication system?
- How do you think it works?
- You are going to read a text about the talk of bees. Which words do you think you will hear?
- If you come across some words that you do not know, what will you do? How will you deal with them?
- Read the checklist your teacher has distributed. Are the things you mentioned in the checklist as well?
- Read the passage below. The words in bold print are nonsense words with no meaning in English. Choose the best word you could use instead of these. Don't forget to make use of the checklist.

THE TALK OF BEES

Humans are the only 1) **batgle** that can talk. Animals can communicate but the 2) **spril** they can use is very limited. Consider, for example, the bee.

In the 1950s, there was great excitement when scientists 3) **pukkahed** that the dance of the bee had some meaning. It wasn't just pointless exercise but the way in which one bee got a 4) **tunce** over to the rest of his hive. A bee who had found flowers could tell its fellow bees the 5) **actic** in which the flowers were and how far away they were. The direction in which the bee's tail pointed 6) **ponched** the direction they had to fly: the number of wiggles of the bee's tail indicated how far away the flowers were.

So bees can communicate. Their 7) **sungle** is a 'language'. But it's a language in which you can only say three basic things: one, there are flowers; two, the flowers are that way; three, the flowers are that far away. It's not much of a 8) **spril** if that's all you can say in it. It is so inflexible it is really strecthing words to call it a language at all.

1. **batgle**
   a. animal
   b. species
   c. people

2. **spril**
   a. language
   b. words
   c. meaning

3. **pukkahed**
   a. investigated
   b. restored
   c. discovered

4. **tunce**
   a. flower
   b. word
   c. message

5. **Actic**
   a. direction
   b. distance
   c. type

6. **ponched**
   a. invented
   b. informed
   c. indicated

7. **sungle**
   a. tails
   b. wiggles
   c. dance

8. **spril**
   a. message
   b. language
   c. meaning

Adapted from: Cohen, D. (1979). *All in the Head*, Middlesex: Penguin Books Ltd.

A CHECKLIST

FOR

GUESSING MEANING FROM CONTEXT

1. Read the text.

2. Familiarise yourself with the topic.

3. Reread the text and focus on the meanings of missing (unknown) words.

4. Find the part of speech of the missing (unknown) words.

5. Do the words before or after the missing (unknown) word help me guess the word?

6. Try to guess the missing (unknown) words.

7. Reread the text and check if your answers fit in the context.

ANSWER KEY

1. B
2. A
3. C
4. C
5. A
6. C
7. C
8. B

APPENDIX L

- What is global warming?

- What causes global warming?

- What are effects of global warming?

- What can be done to overcome this problem?

- Read the text very quickly and see if the points you mentioned are mentioned in the text?

- Global warming is among the world's biggest problems. One of you problems in the exams is referencing. How do you answer reference questions?

- Look at **this** in line 1. What is the answer?

- What are the steps that you followed to answer this question?

- Read the checklist your teacher has distributed to you. Using this checklist answer the other reference questions.

What You Can Do about Global Warming

Scientists are convinced that human actions are causing global warming. If **this** is so, it stands to reason that our own actions can also help reduce this threat. Because emissions of heat-trapping gases are so high, we have a special responsibility and opportunity to work to reduce the threat of global warming. You can help by taking personal action, encouraging community action, and informing people.

Take Personal Action

You can reduce your personal contribution to global warming and set an example for others by using less gasoline, natural gas, oil, and electricity in your daily life. Your choices about energy and transportation are especially crucial.

The next time you buy a car, choose **one** that is highly fuel efficient. Your choice of vehicle is probably your single most important environmental decision: for every single gallon of gasoline burned, 20 pounds of carbon dioxide go into the

atmosphere. Instead of driving alone in your car, join a carpool, take mass transit, walk, or ride a bike -- anything that reduces the amount of gasoline you burn.

Ask your local electric or gas utility to perform an energy audit of your house or apartment. Then put the recommendations into practice. Develop a plan to reduce daily electricity use around your home. Ask each member of your household to take responsibility for a different electricity-saving action.

Encourage Community Action

You can work within your community to promote energy efficiency and use of clean energy. Make sure that public buildings are models of **these** and encourage the incorporation of passive-solar techniques in community construction or remodelling projects.

Urge your local library, businesses, and church or synagogue to install bike racks. Promote community carpooling plans and the construction of bike lanes.

Encourage your local electric utilities to promote energy efficiency and the use of clean, renewable energy sources.

Informing People

Contact your congressional representative and senators to encourage **them** to support actions to address the root causes of global warming: the emission of heat-trapping gases. Ask your governors, state legislators, and public utility regulators to promote energy efficiency, nonpolluting transportation alternatives, and the development of clean, renewable sources of energy -- like solar and wind power. Tell government officials that you want **them** to push industry to protect the future health of the environment by reducing carbon emissions. Write to newspapers about the significance of **this issue** and the need for a leadership.

Source: Unknown

A CHECKLIST FOR REFERENCING

1. Read the text quickly and get an overall understanding.
2. Focus on the reference words.
3. Does the word refer to something before or after it?
4. What are looking for? Which word category does it belong to?

    e.g. noun, adjective, verb, … try looking for that word. e.g. noun, adjective, verb, …
5. To check if it is the right word, put the word in the place of the refernce word.
6. Good luck.

ANSWER KEY

1. **this:** Human actions are causing global warming.
2. **one:** a car
3. **these:** energy efficiency and use of clean energy
4. **them:** congressional representative and senators
5. **them:** government officials
6. **this issue:** to support actions to address the root causes of global warming

APPENDIX M

1. Read the title and note down all the words that come to your mind.
2. Which animals are becoming extinct in the world? Write them down.
3. Read the text very quickly and tick the animals which are mentioned in the text.
4. Go through the checklist your teacher has distributed.
5. Read the text and by using the checklist choose the correct sentence 1-6 to fill the numbered spaces. There is one extra sentence which you do not need to use.

---

1. This is the reason why many concerned citizens have organized into groups to try to save the birds.
2. For instance, each spring so many people had been collecting near a black hawk's nest that the nest produced only one offspring in five years.
3. Because of these kinds of interference, experts want more laws to be passed to protect the birds.
4. However, with a little education and advertising, bird watching and bird watchers really changed.
5. Unfortunately, this great growth of interest has meant another kind of interest.
6. Human beings change the air by adding pollutants like smoke from factories and fumes from automobile motors.
7. A lot of things must be done to protect birds from human beings.

ENDANGERED SPECIES

The human race is only one small species of beings living in the world. Many other groups exist among the creatures on this planet. However, human beings have a great influence on the rest of the world. People change the environment by building cities where forests once stood. People affect the water supply by using water for

industry and agriculture. People affect weather conditions by increasing the amount of water in the air. When open land is changed into farms, the humidity of the atmosphere in that area increases because of the increased vegetation. _____A_____. Thus, it can be said that the human species changes the world through its actions, by its habits. People, in other words, are interfering with nature.

One negative result of people's interference with the environment is that many kinds of animals are being rare. In fact, their numbers are decreasing so rapidly that they are in danger of becoming extinct. Because worried and concerned experts want to make sure that these animals do not disappear. An "endangered species" list has been made and ways to save them have been started. Some types of birds, like eagles, are in danger of extinction. _____B_____. The National Audubon Society (NAS) is one such organization.

People of the Audubon Society, ironically, once tried to encourage interest in birds. The present situation indicates that they were too successful. Nowadays, these same people are looking for ways to protect the birds from the people who want to watch them. Just a few years ago, bird watchers as eccentric hunters who chased their prey with binoculars to see better with, instead of guns to shoot with. Stereotypes of bird watchers were the subjects of jokes because the general public did not find birds interesting. _____C_____. Bird watching became a national pastime, an interesting hobby, a favorite way to spend leisure time.

Because of the efforts of the NAS, the numbers of amateur ornithologists have multiplied. Now between five and ten million nonprofessional bird watchers search for a glimpse of a golden pheasant, a tiny pygmy swift, or a whooping crane. In the past decade, the NAS membership has quadrupled such as increase of four times the number in only ten years indicates a surge of enthusiasm for birds. _____D_____. The overenthusiasm of some amateur ornithologists has resulted in harm to the birds and their habitats, the special environments that the birds choose. For example, the vegetation and the nesting places have been trampled. The natural places have been destroyed by the feet of the small percentage of overly enthusiastic watchers. One professional ornithologist reported that so many people

have become interested in birds that one rare bird can bring a flock of bird watchers. A result is that where there were once flocks of birds, there are now only a few.

A 1976 ornithological study of rare birds noted two examples of human interference with the balance of nature. Because enthusiastic bird watchers will go to such great lengths to observe a rare bird, they upset the living patterns of the bird. _____E_____. People, by gathering around the nest, were making a rare bird even rarer. In general, if human beings come too close to a nest, the birds abandon it, leaving it permanently or for the season. Bird watchers, in their excitement to see a rare bird, are sometimes unkind and unreasonable. For example, the study found that bird watchers try to trick birds out of hiding with tape recordings of birdsongs. The curious bird, wondering who is singing, comes out of hiding. However, this is not a harmless trick because it is confusing to the birds. They respond naturally to the call of another bird of their species, but instead of meeting a feathered friend, they meet human beings with cameras and binoculars.

Because of the efforts of organizations like the Audubon Society, there are no laws to protect endangered species. One rule prohibits hunting the endangered species, but being safe from hunters does not mean complete safety. Another rule, one that forbids taking photographs, has even more important complications. Photographers, in their enthusiasm to get clear pictures of the special marks on birds' wing feathers, have even thrown stones at birds. The bright flashes of light from their cameras frighten birds, too. _____F_____. In particular, they want restrictions to keep people out of bird habitats during nesting time.

If bird watchers "watched" themselves, such restrictions might not be necessary. The Audubon Society suggests four major rules:
1. Avoid using birdsong tapes.
2. Watch birds from a distance.
3. Never use flash cameras to photograph birds.
4. Be careful not to disturb or destroy leaves near a nest.

If everyone follows rules like the Audubon Society's rules for bird watchers, then the effects of human interference will be decreased. More species will live and

produce offspring. There will be birds and other animals for a long time, and the human species will continue to share this environment with them.

Adapted from: Zukowski, J. et al. (1983). *Between the Lines*. New York: Holt, Rinehard and Winston.

CHECKLIST FOR SENTENCE CLOZE

1.   Start thinking about the title and the topic.

2.   Read the sentences taken out of the text.

3.   Underline key words.

4.   Pay attention to linkers, pronouns, etc.

5.   Skim the text thinking about the key words and their synonyms.

6.   Try to understand what the main idea of each paragraph is.

7.   Insert the sentences into the text.

8.   Pay attention to distractors.

9.   Read the whole text again.

10.   Good luck!

ANSWER KEY

A. 6

B. 1

C. 4

D. 5

E. 2

F. 3

1. Setting the context

- What have you read recently?

- How did you read it? Did you read it quickly?

- Was it important to understand every word?

- Did you just want to get a general idea?

- Did you all read in the same way or not?

- What does "audience" mean?

- If you were writing an essay about Ankara for someone living in Japan, how would it be different from an essay written for a foreigner living in İstanbul?

Exercise 1: Complete the following questions to find out about the type of text, the audience, the purpose, and the way we read.

<div style="border:1px solid black; padding:10px">

a. What …………………………………………………..?

b. Who ………………………………………………… for ?

c. Why …………………………………………………?

d. How …………………………………………………..?

</div>

Exercise 2: Answer the questions above for the things you read last week.

Exercise 3: Answer the questions below.

- Why have you been doing this?

- Why do you need to think about things like audience and purpose?

- How can this help your English?

Exercise 4: Answer the questions in exercise 1 for the 4 reading passages below. Ignore any words that you don't understand.

A   This year choose a holiday where the warmth of the welcome is as warm as the sun. Choose the holiday where you will be surrounded by beautiful scenery and miles of uncrowded beaches next to turquoise seas. Choose the holiday where you can experience the remains of ancient civilisations, combined with the mystery of the magical East. The holiday you choose will be Turkey.

B   It was a long time before Lorna remembered the sequence of events that followed the accident. Like all nightmares, happenings seemed jumbled and senseless, and overlying everything was the terrible fatigue from sleepless nights. The police had arrived in late morning, when lunch should have been and never was, that day. It was something she wished to forget, the agonised waiting before she was told that Will was alive, injured and in intensive care but alive.

C   There are two main explanations of why inflation occurs: (a) the presence of excess demand at the full employment level of national output which 'pulls-up' prices (DEMAND-PULL INFLATION); (b) an increase in FACTOR-INPUT costs which 'pushes-up' prices (COST-PUSH) inflation. An alternative explanation of demand-pull inflation offered by MONETARISM blames excessive creation of money for inflation and prescribes restricting the rate of growth of money to match the growth of potential GNP.

D   If you've been looking for a luxury car that shows your individuality, we think that we just might have found a solution- The Nexus XL600. Forget being just one of the crowd. Now, we can give you a unique and distinctive design as well as 220 bhp of efficient and effortless power and all the safety features and extras that you would expect from a quality car- as standard. So why drive a car that everybody else drives when you can drive a car that exceeds everybody's dreams.

Exercise 5: Look back at the texts and say which one(s) reflect(s) facts and which one(s) talk(s) about the writer's opinion. Why?

Adapted from: Kanburoğlu, S. et.al. (1997). *BASE 3.* Bilkent University: Ankara.

ANSWER KEY

Setting the context:

Expected answers: A foreigner in İstanbul will have the information the writer can assume. For example, the reader in İstanbul will probably know Ankara is the center of government and is full of embassies and bureaucrats; however, Japanese reader will have none of this information.

Exercise 1:

1. What type of text was it?
2. Who was it written for?
3. Why was it written?
4. How did you read it?

Exercise 2:

Answers will vary.

Exercise 3:

Expected answers: When writing, it is important to know who will read your essay. You can guess what your reader already has and you will give the right amount of information, detail, neither too little nor too much.

Exercise 4:

A

1. tourism brochure
2. potential tourists
3. to sell holidays
4. depends on whether you want to buy a holiday- probably quickly and not in much detail.

C

1. economics textbook
2. economics students
3. to inform, to teach students
4. slowly and in detail to understand and learn

B	**D**
1. novel	1. car advertisement
2. general public	2. general public
3. entertain	3. to sell cars
4. fairly quickly to understand the gist- the general meaning probably quickly and not in much detail.	4. depends on whether you want to buy a car.

Exercise 5: Texts **A** and **D** reflect the writer's opinions because they aim at selling something (the former a holiday, the latter a car). Therefore, there are some subjective words such as beautiful, magical, distintive and a quality car. Texts **B** and **C**, on the other hand, talk about facts (the former taken from a novel and the latter from an economics textbook).

APPENDIX O

Exercise 1: Complete the text below with the correct sentences from the box. Use each sentence ONCE only. There are more sentences than you need.

---

a. This consisted of a mixture of boiled vegetable covered in white mashed potato on the top.

b. The answer to these questions is a resounding 'No', but to understand this, we have to go back to before World War II.

c. In British pubs, you can only find greasy and unhealthy food, which is never an attraction to foreigners.

d. Another influence on British cooking was the weather of course.

e. British pubs are often the best places to eat well and cheaply in Britain and they also increasingly try to serve tasty British food.

In Search of English Food
By
Verona Paul and Jason Winner

How come **it** is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones. In London you eat Thai, Portuguese, Turkish, Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish and Italian- but where are the English restaurants?

It's not only restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta, pizza and pappadoms are booming. Why has **this** happened? What is wrong with the cooks of Britain that **they** prefer cooking pasta to potatoes? Why do British choose to eat lasagne instead of shepherd's pie? Why do they now like cooking in wine and olive oil? But perhaps it is a good thing after all. This is the end of the 20th century and we get the ingredients from all over the world in just a few hours. Anyway, wasn't English food always disgusting and tasteless? Wasn't it always boiled to death and swimming in fat? _____1_____.

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The British have in fact always imported food from abroad. From the time of Roman invasion, foreign trade was a major influence on British cooking. English kitchens, like English language, absorbed ingredients from all over the world- chickens, rabbits, apples and tea. All of these and more were successfully incorporated into British dishes. _____2_____. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest varieties of meat, fruit and vegetables, which don't need fancy sauces or complicated recipes to disguise their taste.

However, World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration **their** use of home-grown food. The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister of Food!). _____3_____.

Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes, we began to believe that British food was boring, and we searched the world for sophisticated, new dishes which gave hope of a better future. The British people became tourists at their own dining tables and in the restaurants of their land! **This** is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo-Saxon English!

However, there is still one small ray of hope. _____4_____. Can we recommend to you our two favourite places to eat in Britain? The Shepherd's Inn in Melmerby, Cumbria, and the Dolphin Inn in Kingston, Devon. Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are three of the gastronomic wonders of the world!

Exercise 2: Comprehension Check. Read the article more carefully. Choose the best answer a, b or c.

5. The writer believes that British cooking …
a. has already been very bad.
b. was good until World War II.
c. is good because it is so international.

6. They say that the British …
a. eat only traditional British food in their homes.
b. don't like cooking with foreign ingredients.
c. buy lots of foreign ingredients.

7. They say that the British weather …
a. enables the British to produce good quality food.
b. often ruins fruit and vegetables.
c. is not such an important influence on British food as foreign trade.

8. They say that World War II had a great influence on British cooking because …
a. traditional British cooking was rediscovered and some good cheap recipes were produced.
b. people had limitless supplies of home-grown food.
c. people started to believe that British food was boring, so after the war they wanted to cook more interesting and international dishes.

9. They say that …
a. British tourists try lots of new dishes when they are abroad.
b. nowadays it is very unusual for British people to cook British food.
c. literature and language are more culturally important than food.

10. The writer's final conclusion about British cooking is that …
a. there is no hope.
b. you will only be able to get British food in expensive restaurants.

c. you will be able to get more good traditional British dishes, especially in pubs.

Exercise 3: What do these words refer to?

11. **it**   (paragraph 1) :
12. **this**   (paragraph 2) :
13. **they** (paragraph 2) :
14. **their** (paragraph 4) :
15. **this**   (paragraph 5) :

Source: Unknown

ANSWER KEY

1. B
2. D
3. A
4. E
5. B
6. C
7. A
8. C
9. B
10. C
11. **it**: to find English food in England
12. **this**: In every supermarket, sales of pasta, pizza and pappadoms are booming.
13. **they**: cooks of Britain
14. **their**: wartime women
15. **this**: The British people became tourists at their own dining tables and in the restaurants of their land!

APPENDIX P

Exercise 1: Read the following text and choose the correct sentence A-E to fill in the numbered spaces. Write one letter (A, B, C, D, or E) in each numbered space. There is one extra sentence you don't need to use.

---

a. However, by doing so, working class women were put into a lower position as they now earned less than before.

b. Middle-class women were kept in their homes with little real work to do.

c. These schools were preparing the working classes for work in other people's houses or factories.

d. Through their hard work, these women soon became a very important part of the industry.

e. They did not want to paint, play the piano or do sewing any longer.

WOMEN IN BRITAIN

For over a hundred years, women in Britain, as in many other countries have been fighting for an equal place in society. At the beginning of the nineteenth century, women in Britain had very few legal rights. They belonged to **their** fathers and husbands, almost like farm animals, and could be forced into unhappy marriages for money. They could not vote or sign contracts. If they owned any property, like a house or a land, **it** became their husband's when they got married. They had no rights over their own children. Husbands could beat their wives and the result was that the wives were often bruised or injured in some way. _____1_____. They mainly dealt with the housework or had simple hobbies. Working-class women, on the other hand, were either badly-paid servants in middle-class homes, or were forced into dirty and dangerous jobs in factories.

Middle-class women had the time and the energy to think about their position in society and to try to change **it**. They began to fight for the right to an equal education and to a useful life. _____2_____. Secondary schools and colleges for girls were opened in the 1850s, and a few women, who were brave enough to break the woman's image in society, even managed to study at universities or medical schools. Some of them later became academics, secondary school teachers and doctors.

It was unusual for the children of the working-class to receive any education at all until the 1870s Education Law, which gave all children the right to attend elementary schools. _____3_____. However, many working-class women were dreaming of the comfortable life of a middle-class wife, not a life of hard work.

Between 1831 and 1872, several Factory Laws were passed, which made it illegal to employ women for long hours or at night. The aim of **these** was to protect women in industry by limiting their working hours. _____4_____. Although they were ready to work under any conditions, in order to earn more money, they were not allowed to do so.

The different classes of women had different problems and different needs, but all women either had to accept, or fight against, their status as second-class citizens. In 1882, married women won the right to own property and in 1888, the business world began to talk about the right to equal pay. The main issue, however, for women at the turn of the century was the right to take part in political activity, and in that fight women from all classes came to be united.

Source: Unknown

Exercise 2: Choose the correct answer by circling A, B, C or D.

5. At the beginning of the 19th century, married women couldn't have any money of their own because they
a.   worked with their fathers.
b.   could only own a house or a land.
c.   had to pass it over to their husbands.
d.   divided it among their children.

6. The most important change women fought for in the 20th century was the right to
a.   own property.
b.   equal pay.
c.   do business.
d.   join politics.

7. The children of the working-class were able to be educated
a.   at the beginning of the 19th century.
b.   in the middle of the 19th century.
c.   after 1870s.
d.   in 1831.

8. At the beginning of the 19th century, women were able to
a.   select their members of the Parliament.
b.   have some hobbies.
c.   take their children and leave the home.
d.   own a house.

Exercise 3: Read the statements below. If they are true according to the text, circle **T**. If they are false, circle **F**.
T F   9. Factory laws enabled women to earn more money.
T F   10. In 1882, women were able to have a house or farm.

Exercise 4: What do these words refer to?

11. **their** (paragraph 1)   :

12. **it** (paragraph 1)   :

13. **it** (paragraph 2)   :

14. **it** (paragraph 3)   :

15. **these** (paragraph 4) :

ANSWER KEY

1. B
2. E
3. C
4. A
5. C
6. D
7. C
8. D
9. F
10. T
11. **their** (paragraph 1)   : women in Britain
12. **it** (paragraph 1)   : any property (like a house or a land)
13. **it** (paragraph 2)   : their position in society
14. **it** (paragraph 3)   : to receive any education
15. **these** (paragraph 4) : Factory Laws